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ABSTRACT

Drawing from experiences in conducting two technical workshops in Taiwan, this paper describes the process of developing and implementing activities which provide technical assistance and instruction in specific content areas and which suggest alternative delivery methods for faculty from foreign educational institutions. The paper looks at such steps as the recruitment and preparation of instructional team members; the development of an appropriate curriculum for the host country or institution; the delivery of the technical training workshop; and the evaluation of the workshop. In addition, the paper examines issues related to working within a consortium and highlights workshop benefits. The final report of the Taiwan Technical Workshops, held July 21-August 8, 1986, is attached. This report (which makes up three-fourths of the document) includes an introduction and statement of purpose for the workshop; a list of participants; information on project planning; a travel itinerary; materials on preparations, facilities, the instructional program, and cultural activities; recommendations, and personal impressions. (EJV)

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BUILDING AN AGENDA FOR AN INTERNATIONAL TECHNICAL WORKSHOP

Presented by

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JC 870 156

International Conference AACJC
Orlando, Florida
April 12, 1986

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INTRODUCTION

This paper was based on the experiences of the author during two CCID (Community Colleges for International Development) workshops, which were held in Taiwan.

One of the areas of primary concern to technical and vocational educators across the industrialized world is implementing high tech courses into the curriculum and upgrading existing curriculum with state-of-the-art information. What is high tech? Barhardt's Dictionary of New English, defines it as "advanced, highly specialized and sophisticated technology involving extensive development and research." Not surprisingly, the United States is often viewed as a leader in programs which include CAD (computer aided drafting), robotics, laser technology, CNC (computer numerical control) programming, digital electronics, CIM (computer integrated manufacturing), and safety. Developing a cooperative program of inservice workshops can benefit both the host country and those U.S. institutions in consortiums such as CCID, which develop workshop programs. Technical training work shops have had a two-fold purpose: (1) to provide technical assistance and instruction in specific technical content areas, and (2) to suggest alternative delivery methods and aids for faculty and other personnel representing foreign educational institutions. This paper will examine what an instructional team needs to do to recruit and prepare instructional team members, develop appropriate curriculum for the host educational country or institution, the delivery, and

the evaluation of the workshop content. In addition, cultural factors affecting the interchange of ideas will be addressed.

Working Within A Consortium

High tech programs and other technical programs have limited numbers of faculty members and make recruiting workshop presenters difficult. In order to have a large technical base and breadth to draw from, it is important that consortiums such as CCID be utilized to identify interested institutions and enthusiastic participants. An ongoing and successful program must be based on the continuity of key resource people who can pull together both the experiences of the past and recruit new talent for future workshops. Most importantly, a successful workshop is based on enthusiastic participants, both presenters and foreign peer faculty. This can be all for naught, though, if a curriculum is not built with specific goals in mind, including learning strategies which account for cultural differences.

Since the majority of community colleges have rather complex procedures for faculty to go through in obtaining release time and/or sabbaticals, the summer would seem the best time to offer workshops. The optimum length for an intensive workshop (6 hour day) seems to be 2 to 2 1/2 weeks. Participating institutions in the consortium should budget money for stipends for those instructors giving summer workshops. This should be a recurring budget line item for consortium institutions and could be paid to the instructors as a summer school assignment. Workshop presenters should be compensated, since most technical instructors work in the summer both to upgrade their skills, and

also to supplement or continue their income. Additional life and medical insurance may be necessary for instructors and should be picked up by the institution.

Workshop Planning

The ultimate success and value of a workshop will depend not only on the workshop instructors but also the course materials. The curriculum needs of the host country must be identified early enough in the school year for effective planning to take place. American educators are used to timelines within the September to June time frame, while other cultures are not as conscious of our decisionmaking process or importance of advance planning. Since American educators will be preparing the workshop content, it is important that the host country define their needs and format of the workshop early.

Important things that need to be identified early (November or December) are: 1) what subject areas the host country wants taught, 2) the makeup (level of expertise) of workshop participants, 3) the equipment, supplies, and facilities available for workshop participants, 4) delivery mode of the workshop.

A team leader needs to be identified who will accompany the team to the workshop site and coordinate advance curriculum planning. The team leader should help plan the scope of the workshop curriculum together with the project director, and help choose the team members. Hopefully, the team leader will have participated in an earlier workshop as a presenter, which should minimize surprises. He or she can also serve as the "tour guide" and cultural resource person. First and foremost, though, the

team leader must be a technical person who can provide continuity between the workshop courses; he may in fact help teach one of them.

The instructional team must be selected taking into account a number of factors including:

1) subject matter expertise
2) proven ability to work with others on an instructional team
3) time available or release from teaching duties
4) motivation to work in a foreign country

The first face-to-face meeting of team members usually is at a pre-planning conference, but the team members should prepare by bringing curriculum outlines, resource materials, etc. as requested by the team leader.

Workshop courses should be taught by two-person teams. This allows a variety of ideas and teaching styles to be delivered, and also allows one instructor to circulate and help in the lab while the other is lecturing. It's very difficult for one person to lecture 6 hours a day and keep it up for two weeks. Also important is to have technically literate interpreters for each workshop to help the instructor. In the past, workshop professors of the host institution often were the interpreters for their subject area.

Team Planning Meeting

It is essential that the team have a cohesiveness and line of communication prior to leaving for the workshop. It is suggested that this planning meeting be mandatory for those participating in the workshop.

The agenda for the planning meeting should be developed and implemented as an orientation and work-session activity. A

sample two day program might include:

- Overview of Project Objectives and Workshop Tasks
- Personal and Project Goals discussion
- Identification of Project staff's resources
- Review of previous year's project activities
- Curriculum development process and course implementation guidelines
- Review of printed handouts relating to host country culture and previous year's final reports.

In addition to the meeting agenda, U.S. coordinating personnel need to communicate with airlines (tickets), obtain passports and visas, set flight schedules for U.S. and other travel, arrange for token gifts for the host participants (primarily related to instruction), and arrange for the shipment of educational materials to be used in the workshops. The following is a list of some requirements for a successful planning meeting:

1) The workshop should ideally include at least one person who has previously taught at the institution where the workshops are to be held.

2) Laboratory or practical experience should be incorporated as much as possible into the workshops. In order to do this, the specified equipment needed must be identified at the workshop site. In the case of computer software, sample disks should be sent to make sure the software is compatible with the installed hardware.

3) Course topic outlines, behavioral objectives and course syllabi developed at the meeting should be sent to the host institution at least three months before the workshop. This would allow time for changes to the curriculum as suggested by the host professors, translations, and allow prospective

participants (host country) to determine which workshops would be of the most value to them.

4) Commercially available books on the host country and culture should be purchased for each professor to review. We must make a greater effort to become acculturated to the host country culture.

5) The team also needs to state their needs for equipment, audio visual aids, and computer hardware and software requirements. The computer requirements are of primary importance because of their use in many of the high tech areas and the importance of hardware and software compatibility.

6) It would be helpful to develop a briefing book based on past workshops, experiences of other participants and topics concerning cultural norms, money, shopping, etc. Often the "nuts and bolts" knowledge of living in a foreign country has reduced the stress level of the team members.

7) The presenters should be briefed as much as possible as to the workshop facilities, location of the school, mailing addresses for family correspondence, emergency phone numbers, etc.

The participants of the workshop particularly prize teaching aids, reference texts, etc. In past workshops, materials taken by American professors were often left with the host faculty. A gentle reminder must be made, though, about copyright restrictions on both books and computer software, so as to prevent action being taken by the publishers. Many manufacturers of equipment and software have been very willing to help in the

presentation of workshops by donating or lending equipment or providing technical support in the host country. They see it as an opportunity to expand their markets and are usually very willing to help, just ask!

The Workshop

The most rigorous part of the trip seems to be the flight to the host country. It seems essential that the team stay in "familiar" lodgings, i.e. a Western-style hotel. The burden of teaching full days, jet lag, and strange food often compound the natural anxiety to be expected on such a trip; a friendly hotel is a big help. Often in an effort to be gracious to its guests, the host country will go out of their way to "wine and dine" the team and provide extensive tours of the area. This is great up to a certain point, but free time for each of the team members is also essential. The standard rule for recovery (normal sleeping patterns, food, and climate acclamation) from jet lag is one day for each time zone crossed. In past workshops, it took almost two weeks for everybody to get straightened around; just in time for the end of the workshop. It is suggested that at least one day for each weekend be set aside as free time for the American professors.

A orientation meeting at the host institution is very helpful to both the the presenters and the host faculty. It can be used to introduce one another, look at classroom and laboratory facilities, find out where the restrooms are, and also to get a feeling of how the host educational system is structured. It is also helpful for the host institution to have a counterpart to the American team leader. Any problems or

instructional needs should be mediated by the team leaders, since it seems to be much easier to have one person from the team and the host institution coordinate changes in plans.

At the beginning of the workshops, a needs assessment survey should be conducted to determine participants' professional interests and what they would like the U.S. Instruction Team to include in the workshop curriculum. A few days of the workshop should be reserved for a rotation of the participants through the different workshops. This quick overview of each area seemed of great value to the CCID participants.

During the workshop, the main thing for all of the team members to remember is that plans and schedules WILL CHANGE -- lost days to bad weather, equipment not working, instructors getting ill. An attitude of cooperation and flexibility has to be established early and stressed throughout the visit.

An evaluation of instruction is essential to the success of future workshops. An evaluation instrument can be given to each participant on the last day of instruction. The evaluation of instruction is often absent in foreign educational systems so this exercise can prove quite enlightening to peer faculty and the foreign instructors. Stress the value of constructive criticism and how it can be used to improve an instructional program.

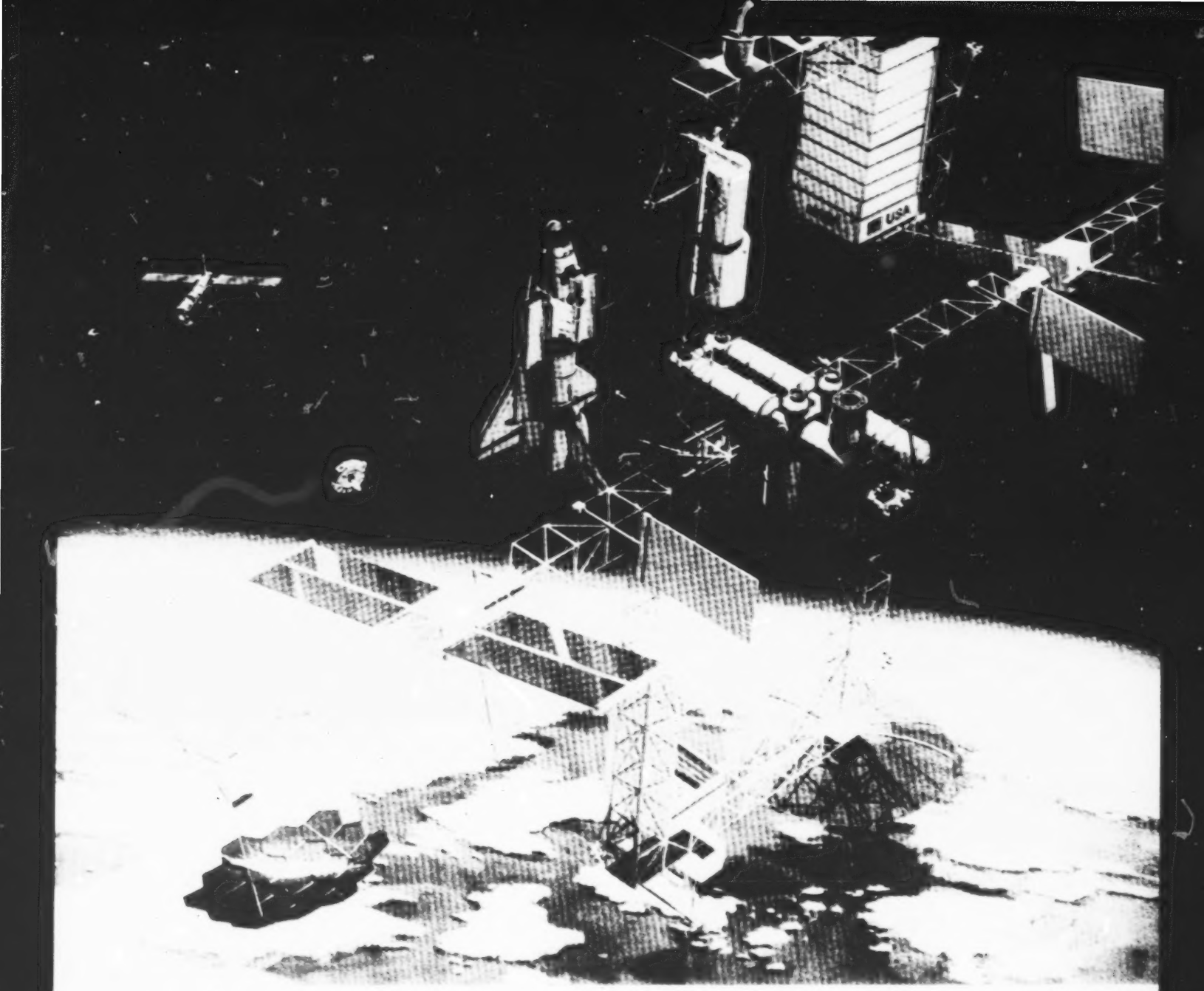
A final report should be prepared by the team leader after return to the U.S. In addition to describing the workshop content for member institutions, the most important part will be those recommendations and suggestions that can be valuable in planning

future workshops.

SUMMARY

The benefits from a technical workshop that can accrue to both foreign and U. S. educators are numerous. In times of declining budgets, American administrators might question the value and expense of participating in international education. Almost without exception, the educators participating in CCID workshops have rated their participation as one of the most rewarding and challenging experiences of their professional career. Interaction between the U.S. team members was synergistic; technical educators enjoy being challenged by master teachers in other disciplines and become students of each other. At Orange Coast College this has accounted for a number of new courses being introduced into the curriculum; including robotics, laser technology, and industrial automation. It has also given the institution higher visibility to local industry, which is seeking information and a foothold on the expanding industrial market in the Pacific Basin.

The technologies of countries are moving toward a world economy at a fast pace; we as educators are in a unique position to be at the forefront of this movement. Ideas of giving away our jobs and technology are often overreactions; we often learn much more than we give. Significant changes in humanist attitudes are often the long term effect of exposure to a foreign culture, which is one of the main reasons many of us chose the teaching profession.



TAIWAN TECHNICAL WORKSHOPS

July 21 — August 8, 1986

七十五年度暑期技術教學研習會

Submitted by

Ernest W. Maurer, Ph.D

Dean, Division of Technology

Orange Coast College

FINAL REPORT

of the

TAIWAN TECHNICAL WORKSHOP

July 21 - August 8, 1986

Submitted by

Dr. Ernest W. Maurer, Project Team Leader

Sponsored by

The Ministry of Education
Taiwan, Republic of China

and

The Community Colleges for International Development

September 19, 1986

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I. INTRODUCTION AND PURPOSE

The Taiwan Technical Workshop activity implemented under Article 4 of the 1982-83 Bilateral Agreement - Technical and Management Training Workshops - had a two-fold purpose: to provide technical assistance and introduction in specific technical content areas and to suggest alternative delivery methods and aids for faculty and other personnel representing ROC education institutions. The workshops, conducted during the period of July 21 - August 8, 1986, were hosted by the National Kaohsiung Institute of Technology, Taiwan, Republic of China.

Purpose of This Report

The purpose of this report will be to report on the planning and execution of the 1986 Taiwan workshops. Hopefully, it will help member CCID institutions assess the benefits that accrue to both Chinese and American educators participating in the program.

In addition, it is hoped that the planning function can be enhanced to address some of the time-line problems that have occurred.

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The technical instruction areas and CCID Institution participants were:

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Ms. Linda Elliott	Taiwan Workshop Project Coordinator Instructional Coordinator; Tri-county Technical College

R. O. C. Representatives

Dr. Huan Lee	李 煥	Minister of Education
Dr. Jwo-Min Chen	陳倬民	Director of Vocational and Technical Education
Dr. C. K. Wu	吳建國	President, NKIT
Professor Huang Kuo-en	黃國恩	Workshop Coordinator
Professor Gau Shih-wei	葛世偉	Assistant Coordinator
Miss Harriet Feng	馮惠榮	President's Assistant
Professor Joseph Yu	俞朝福	Interpreter -- CTA
Professor Paul Wu	吳泳慶	Interpreter -- CTA
Professor Huang Wen-liang	黃文良	Interpreter -- CAD/CAM
Professor Liang Min-chuan	梁明全	Interpreter -- CAD/CAM
Professor Shane Chiou	邱錫榮	Interpreter -- NDT/DT Cultural Experience Coordinator
Professor Augustine Pan	潘邦正	Travel Coordinator/ Concierge
Professor Samual Yang	楊勝安	Interpreter -- NDT/DT
Mr. Rei Yiau Yeh	葉瑞耀	Photographer
Miss Isabella Lin	林才媛	Audio-Visual Assistant
Miss Lisa Sun	孫惠芳	Professor's Lounge
Mr. Hong Ly-chia	洪立家	Transportation

III. PROJECT PLANNING

During February of 1986, Tom Millard traveled to Taiwan to meet with Dr. Wu and representatives from the Ministry of Education. They discussed six possible disciplines for the workshop: CAD/CAM, computer applications, destructive and non-destructive testing in mechanical materials, measurement and instrumentation technology, Robotics, and application of energy sources. After returning from Taiwan, Mr. Millard had a teleconference on April 2 with the college and project directors to solicit faculty participation. By the time of the pre-planning workshop, CAD/CAM and computer applications had been chosen as two of the three workshop topics.

The pre-planning workshop was held May 8 and 9 in Chicago, Illinois. Three of the team from participating U. S. institutions were able to attend. The agenda (copy in Appendix) for the planning workshop was developed and implemented as an orientation and work-session activity. The two day program included:

- Overview of Project Objectives and Workshop Tasks
- Personal and Project Goals discussion
- Identification of Project Staff's resources
- Review of previous year's project activities
- Curriculum Development Process and Course implementation guidelines
- Review of printed handouts relating to Chinese culture, the Bilateral Agreement, the CCID and previous year's final reports.

In addition to the workshop agenda, U.S.A. coordinating personnel also communicated with China Airlines (tickets), Coordination Council for North American Affairs, (passports and visas), set flight schedules for U.S.A. and other travel, arranged for token gifts for the Chinese (primarily related to

instruction) and arranged for the shipment of educational materials to be used in the workshops in China. Specific and detailed information regarding instructional materials, instructors, travel itinerary and equipment needs were also forwarded to Dr. Wu, at Kaohsiung Institute of Technology, approximately three weeks before the workshop.

IV. TRAVEL ITINERARY TO WORKSHOP SITE (NKIT)

In past years, the team members usually assembled for one day before departing from the West Coast (SFO or LAX). It was determined that one of the major problems with the American professors was the effect of jet lag on their first week in Taiwan. For those people from the East Coast, this meant traveling for eighteen hours (not counting layovers) on an airplane within two days. In an attempt to minimize these problems and also have planning time for the other three team members who were not in Chicago, a stop in Honolulu was planned. The team met at LAX and departed for Honolulu on July 11; arriving at 2:00 a.m. on the 12th. The next flight to Taipei from Honolulu was on July 14, with arrival in Taipei on the morning of the 15th. Of all the changes to the itinerary from past years, this, I believe, helped immensely in reducing the rigors and adverse effects of the trip.

While in Taipei, the team was accompanied by Professor Pan who took the team on a city tour and to the northern coast by Keelung City. Departure for Kaohsiung was on Friday, July 18.

V. PREPARATIONS AT KAOHSIUNG

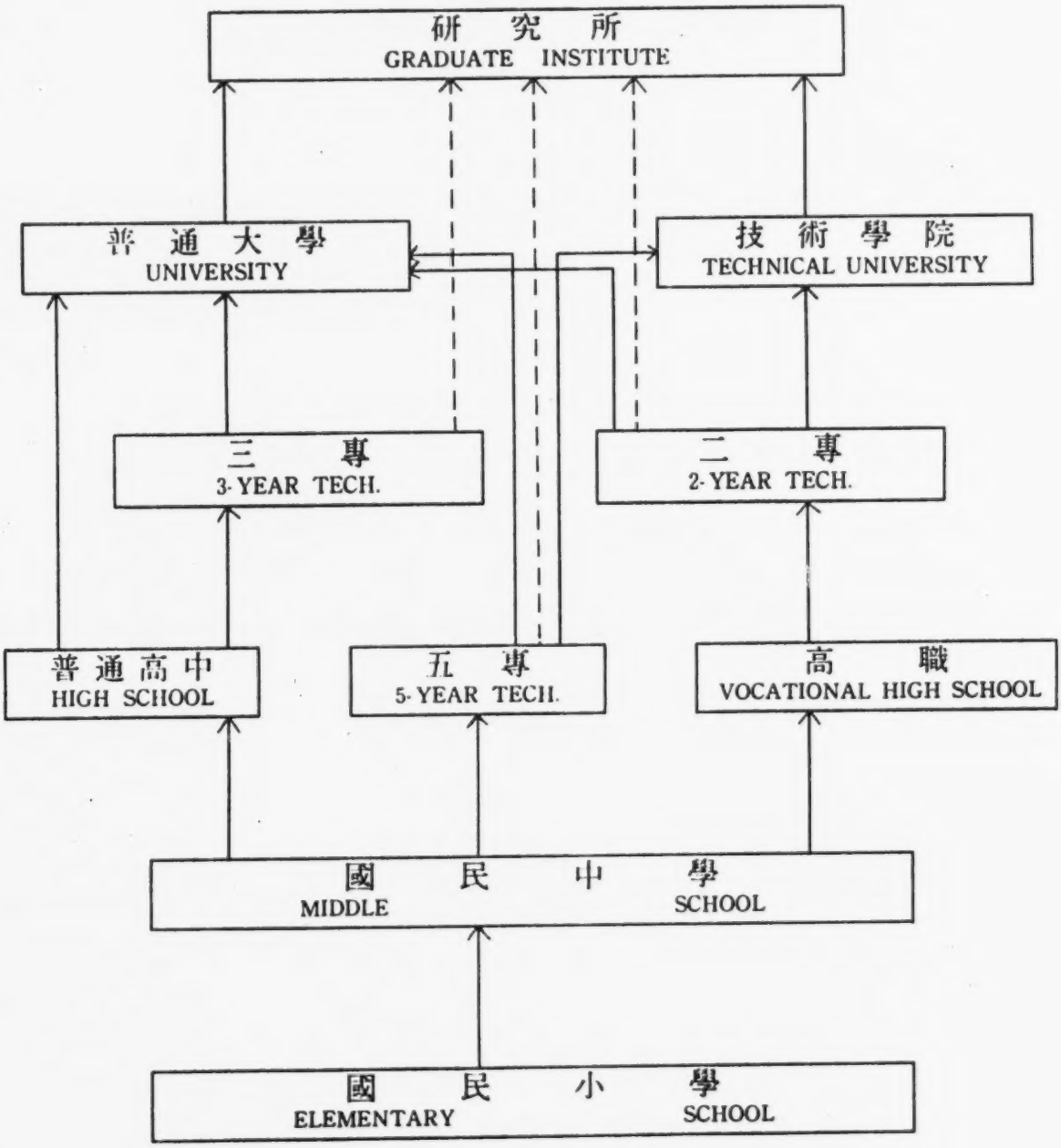
Upon arrival in Kaohsiung, on Friday, the American/Canadian Professors met with Professor Huang and the interpreters at the Holiday Garden to discuss responsibilities and adjustments in curriculum.

On Saturday, July 19, the team was briefed at NKIT, in the newly remodeled faculty conference room, by Miss Harriet Feng. After the briefing, a videotape describing the facilities and programs available at NKIT was shown. We were very impressed with the presentation and related to the Chinese that we could use such videos in an attempt to recruit students at our colleges. In addition, a detailed scale model of the campus was on display, which was constructed by the civil engineering students.

Dr. Wu then joined us and gave us a briefing on the higher education system (Figure #1) in Taiwan and NKIT specifically. There are nine years of compulsory education, with about 30% of the high school graduates going on to the university. Of the 80,000 students who take the annual joint junior college entrance exams, 600 matriculate to NKIT. The total student population is about 4000 full-time; students range in age from 18 to 20 years, twelve percent are women. Forty-three percent of the students are enrolled in the daytime program, thirty-four percent in the evening, twenty-one percent in supplementary programs, and two percent in special training.

FIGURE 1.

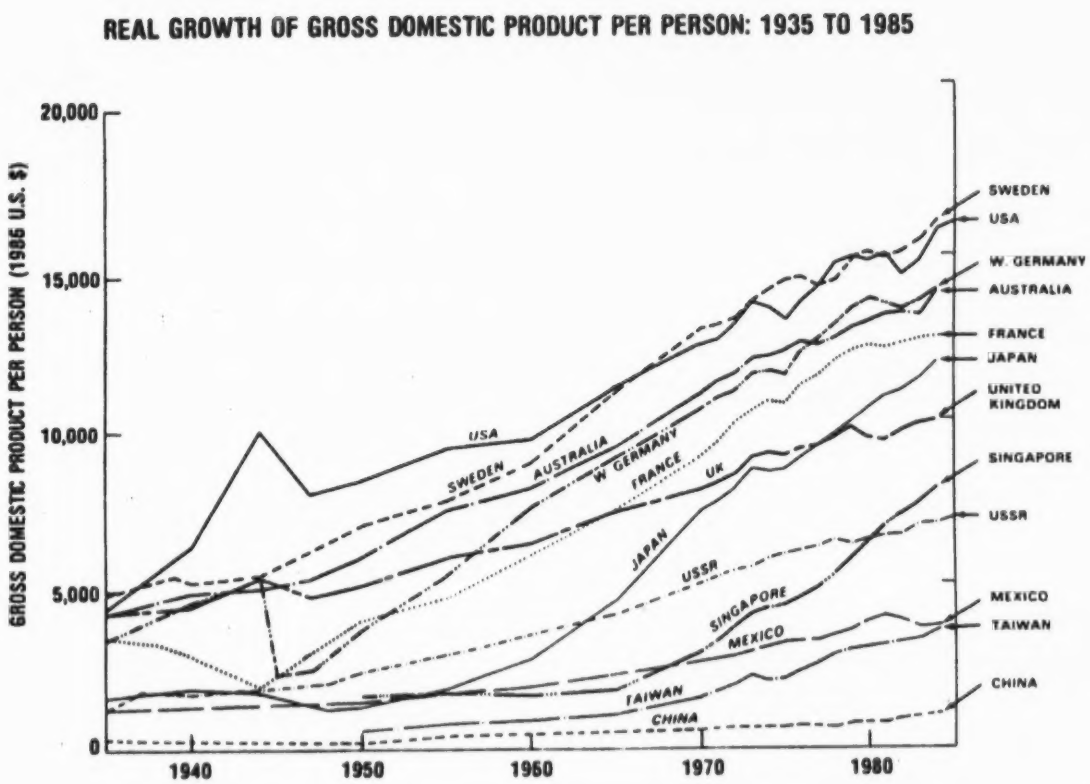
中華民國教育體系
EDUCATIONAL SYSTEMS IN REPUBLIC OF CHINA



The tuition for students is approximately $300 U.S. per year. NKIT was founded in 1963, and now includes the departments of chemical engineering, civil engineering, mechanical engineering, electrical engineering, electronic engineering, and tool & die making. The institute offers a 5-year program, a 2-year program, and a 2-year program in the night division. Fifty-three percent of the faculty have doctorates and masters; thirty percent have bachelors, and seventeen percent have other educational and/or industry preparation. The student/teacher ratio is 13:1, and the average age of the faculty is 38 years.

The most important and impressive priority of the school is the money spent on facilities and equipment. Twenty-five percent of the total institute budget is reserved for new buildings and new equipment. Within the past three years, a new twelve-story Industrial Information Building for computer-aided technologies was built, and a new five-story Mechanical Engineering Building is now in progress. Along with this, extensive classroom additions are being added to the existing classroom buildings. Also impressive is the commitment to purchase new state-of-the-art equipment in curricular areas which require it. A new CAD lab, CNC lab, safety lab, and other specialized facilities have also been completed within the past three years. The visiting team of professors felt that this equipment was an integral part of the success of the graduates and the explosive growth of the Taiwan economy. Figure 2 shows the trend of economies of the world's leading industrial countries. Taiwan is a leader among them, due in large part, we believe, to their commitment to technical training.

FIGURE 2.



Source: Pioneering The Space Frontier, National Commission On Space, 1986, p.185.

VI. FACILITIES

Classrooms were well-lighted, well-ventilated, with adequate seating and instructional equipment available. The rooms were located on the second and third floors of one of the buildings of NKIT, convenient to lodging, transportation and to the professors' lounge. The lodging for U.S. professors was arranged through NKIT at the Holiday Garden Hotel, located in downtown Kaohsiung. All the rooms were fitted with comfortable beds, separate bathrooms, refrigerators, television sets, and adequate space for letter writing, study, and other activities. Daily transportation to and from the hotel was handled by a NKIT bus and driver. Holiday Garden offered both Western and Chinese cuisine; the team ate most of their meals at the hotel. In addition, laundry service for the professors was provided and proved quite valuable. Facilities arrangements in all categories were quite adequate and satisfactory to all concerned.

VII. INSTRUCTIONAL PROGRAM

Instruction, which commenced on Monday, July 21, consisted of morning and afternoon sessions. A 1 1/2 hour break was taken at the Holiday Garden for lunch and rest. The first day of the class was spent with introductions and distributing xeroxed course materials. All of the workshop participants received a copy of the books, handouts, etc. for their particular area.

NEEDS ASSESSMENT

At the beginning of the workshops, a survey was conducted among the 57 students to determine their professional interests

and what they would like the U. S. Instruction Team to include in the workshop curriculum. The survey form and results appear in Appendix E. The National Kaohsiung Institute of Technology obtained information concerning the U.S. professors from Linda Elliott and Tom Millard.

DAILY PROGRAM

The instructional program ran very smoothly according to the daily schedule in Appendix D. Classroom materials that needed to be duplicated were done promptly and instructional items that needed to be addressed were taken care of by Professor Huang. The mix of lecture and lab time seem to be efficient, although advanced software for the CAD/CAM and industrial computer application classes were requested by the participants and instsructors in the evaluations.

FIELD TRIPS

Friday, July 25, and Friday afternoon, August 8, were set aside for field trips. The students were transported to the plants in two large tour buses accompanied by both the NKIT Professors and the American Professors.

On July 25, the first plant visited was Taiwan Machine Manufacturing Corp. An excellent tour was arranged by Mr. Hsi Ping Chao, which included the Casting Department, CNC Machine Department, and the Testing (NDT & DT) Department. The NDT portion of the tour was especially good and useful for the participants. The group had an excellent lunch at China Steel, and toured the rolling mill. Mr. T. P. Shieh arranged for the

briefing and tour. It has a production capacity of 3.25 million metric tons of steel per year. The participants toured the rolling mill, where the latest technology was utilized to produce finished bar steel for industry. An interesting sidelight is that the employees have modern housing available on the grounds of the plant, for a very small charge, in addition to numerous recreational facilities. Their exports are sent mostly to Malaysia, Indonesia, Oman, Australia and Saudi Arabia. Specialty steels such as stainless, made up a very small percentage of production; their main emphasis seems to be producing structual steel.

The afternoon of August 8 was spent visiting the Metal Industries Development Center. The participants were able to see the CAD/CAM facilities which utilized General Electric software and a VAX minicomputer. The buses then went to Formosa Plastics Group where a very extensive and complete briefing was given at the CAD/CAM facilities which was based on a prime turnkey system.

The field trips were a high point for the participants. It was obvious that a lot of planning went into matching the tours to the workshop content. These visits to industry were a valuable additon to the instruction.

VIII. CULTURAL ACTIVITIES

Many cultural activites were planned for the American Professors during the course of the workshop. After arriving in Taipei, we toured the National Museum of Art and Keelung City before leaving for Kaohsiung. During the weekend of July 19 three professors from NKIT took the team for a tour of the

Kaoshsiung area, including Cheng Ching Lake.

A tour of the Nantze Export Processing Zone was hosted by Miss Feng, on July 24. The visit to the duty-free store was also much appreciated by the American and Canadian professors.

On July 26, the team and a number of the workshop participants traveled to Kenting Park and Oluanpi Park at the southern tip of the island. It was a very beautiful part of the island and quite impressive.

On July 30, the American team hosted a dinner for Dr. Wu and the workshop staff at the Holiday Garden Chinese Restaurant. It was obvious at this gathering that the Chinese and American professors felt very good about the workshop and had excellent rapport, both professionally and socially.

The farewell dinner was hosted for the participants and visiting professors by Dr. Wu and NKIT staff on the last evening of the workshop. The rapport formed between the visiting professors and the Chinese was apparent throughout the night. The visiting professors also received numerous gifts and a photo album to record their experiences.

On our return to Taipei, the group went out for an excellent dinner at Les Celebritas, a French restaurant, and then visited the night market.

All of the participants were thankful for the trips that were planned for the group in addition to the numerous meals and friendship that we shared with our hosts. They truly made us feel comfortable and at home. Having Sunday as a "free" day was also appreciated. Planning for classes and some time for oneself

contributed to lowering the stress of everybody concerned.

IX. WORKSHOP EVALUATION OF INSTRUCTION

WORKSHOP PARTICIPANTS

On the last day of instruction the students from all of the workshops were assembled in an auditorium. An evaluation instrument was given to each participant to rate the effectiveness of the workshop material presented (Appendix F). In addition, a discussion period with the visiting professors was led by Professor Huang. He solicited feedback by calling on each participant from the roll sheets. This method proved very effective; a frank, productive discussion followed. The recommendations that came out of the discussion included:

1) Inform prospective participants (Taiwan) four to five months in advance of workshop dates as to what courses will be offered

2) Visiting professors should bring more audio-visual materials (overheads, slides video tapes) that can be duplicated for each participant

3) Suggestions for courses that should be offered in the future workshop included:

   a. A microprocessor class stressing interfaces and hardware for electrical engineers should be offered.
   b. A CAD/CAM course with advanced software that incorporates design elements (finite element, and solids modeling)
   c. Advanced NDT workshop (ultrasonic, radioactive)
   d. Course concentrating on CAM and CIM
   e. Metallurgy

4) Teachers should bring extensive bibliographies of material for each class

The comments that came from question #13 on the evaluation survey included:

1) Announce the workshop subject areas to prospective participants much sooner

2) Have more lab or practical experiences in addition to the lectures

3) Advanced software for CAD/CAM workshop

4) More CAM instruction

TEAM MEMBERS' EVALUATION

After returning from Taiwan, George Kraut had written a letter which included some very good points; especially one concerning the evaluation of the workshop by the U. S. and Canadian professors. I was impressed with George's letter and decided to solicit evaluation letters from the other team members. These are included in the Appendix G.

X. RECOMMENDATIONS

PRE-PLANNING WORKSHOP

1) Planning of the technical areas for the workshop should begin early in the year (October or November). Institutions offering programs in those curricular areas could then be identified and professors recruited. It is extremely difficult to have professors committing their summer vacation to put together a structured curriculum on short notice. Traditionally, the workshop areas are finally agreed upon at AACJC in April. My suggestion would be that the CCID meeting in February might be a better time. This

would allow time to recruit U. S. instructors and put a comprehensive curriculum package together. Detailed course outlines could then be sent to Taiwan and given to prospective participants throughout the country. Hopefully, the Taiwan professors would have these would also allow software and other equipment to be purchased and installed.

2) It is essential that the team have a cohesiveness and line of communication prior to leaving for Taiwan. It is suggested that the planning workshop be mandatory for those participating in the workshop.

3) The workshop should include at least one person who has previously taught at the institution where the workshops are to be held.

4) Laboratory or practical experience should be incorporated as much as possible into the workshops. In order to do this the specified equipment needed must be identified at the workshop site. Advanced software to be used for CAD/CAM/CIM should be purchased (site license) three months or more in advance of workshop.

5) Course topic outlines, behavioral objectives and course syllabi should be sent to the Chinese at least three months before the workshop. This would allow time for changes to the curriculum as suggested by the Chinese, and allow prospective participants to determine which workshops would be of the most value to them.

6) Any side trips to Hong Kong and Japan should be decided upon during the planning workshop. It is difficult to change the airline tickets once in Taiwan; we also do not want the

ministry acting as travel agents.

7) Two reference books should be purchased for each professor to review. We must make a greater effort to become "acculturated" before arriving in Taiwan.

a) INSIGHT GUIDE - TAIWAN by Daniel Reid, Prentice-Hall ISBN 9971-925-42-7 $16.95

b) TAIWAN ON YOUR OWN by Robert Storey, Chiu Yo Publishing, 97 Wei-Min Street, Taiwan 700 R.D.C. $4.50

CCID MEMBERS

The member colleges of CCID should set up a funding mechanism, whereby all of the workshop professors have money available to attend the pre-planning workshop. Since this often occurs at the end of the fiscal year, most colleges have exhausted their conference monies. I suggest each college establish a line item amount of $750 for this purpose. In addition, each college should put their instructors on a per diem while teaching in Taiwan. In the past, the different colleges have paid some professors and not paid others. It does not seem unreasonable that the instructors can be paid as if they are on a summer school assignment. The benefits that accrue an institution will far outweigh the cost.

TIME SCHEDULE

It is suggested that at least one day for each weekend be set aside as free time for the American professors. This year's schedule of having a free day every weekend worked out extremely well. The Chinese participants also appreciated the hiatus during the team's trip to Hong Kong; so they could

visit their families.

FACILITIES-INSTRUCTIONAL AIDS

Such items as video tapes, textbooks and overheads are highly valued by the participants and professors. It seems to work best for the American Professors to plan to leave this material with the Chinese, rather than bringing it back to the States. Video tape can be either VHS (1/2") or SONY U-matics (3/4"). The students especially value new reference material for each discipline.

XI. PERSONAL IMPRESSIONS

I cannot say enough about the warmth and respect we received from all of the Chinese. The Chinese highly value education and have the highest regard for educators. Moreover, they value friendship and were really excited to have us as guests.

Since this is my third trip to Taiwan (83,85,86) I have had the opportunity to see the dynamics of the different workshop schedules, participants, and team members. It is very gratifying to see how far we have come. At the outset, all concerned were extremely polite and in the case of the Chinese, were anxious to show us as much of their beautiful country as they could. This year's workshop was the best, I believe, because of the working relationships that have been developed. Instruction has become the primary focus; a reduction in an extensive sightseeing schedule seems to benefit all concerned. We should now be able to concentrate on those planning functions which can enhance the success of future workshops. Specifically, the workshop disciplines need to be identified much earlier.

1985 Taiwan Technical Workshop

Chicago, May 8-9

AGENDA

I. Introductions

II. Overview: Project Objectives
Planning Workshop Tasks

III. Cultural and Personal Considerations

A. Culture and Customs

B. Clothing

C. Things to Take

D. Travel Plans

E. Gifts

F. Passport, Visa

IV. Curriculum Development

A. The Chinese Participants—General Background and Abilities

B. Past Recommendations

C. Some Suggestions

D. Teaching Schedules

E. Equipment Needs

F. Questionnaires and Evaluation

G. Final Report

H. Development of Instructional Plans and Course Outlines

Proposed Itinerary

July 10	Depart Los Angeles for Honolulu
July 10-13	Honolulu
July 14	Depart Honolulu for Taipei
July 15	Arrive in Taipei
July 16-17	Taipei
July 18	Travel to Kaohsiung
July 19-20	Prepare for classes
July 21-25	Instructional days
July 28-31	Instructional days
August 1	Depart for Hong Kong
August 2-4	Hong Kong
August 4	Return to Kaohsiung
August 5-7	Instructional days
August 8	Evaluation and wrap-up
August 9	Depart for Taipei
August 10	Taipei
August 11	Depart Taipei for Los Angeles

Proposed Daily Schedule

8:10 a.m.	Leave hotel for NKIT
8:30 - 11:30 a.m.	Classes
12:00 noon	Depart NKIT for lunch at hotel
1:00 p.m.	Depart hotel for return to NKIT
1:30 - 3:30 p.m.	Classes

INDUSTRIAL COMPUTER APPLICATIONS

Taiwan Technical Workshop 1986

Dr. Ernest W. Maurer
Dean, Technology Division

David L. Jarman
Professor of Computer-aided Manufacturing

Orange Coast College
2701 Fairview Road
Costa Mesa, California 92626

Unit 1 - Introduction to Computer-Aided Technologies

By the conclusion of this unit, the student will understand :

1) how computers are affecting the implementation of new technologies
2) how a microprocessor is internal to many industrial controls
3) the difference between application programs and writing source code
4) binary numbering systems
5) binary numbers are used in computer registers
6) boolean algebra inversion, OR, AND equations
7) basic digital electronics
8) the ASCII code is used for representing characters
9) the basic components of a microcomputer system, including the CPU, printer, disk storage, monitor, digitizers, pads, plotters and peripherals are assembled to form a system
10) the vocabulary words dealing with computer systems, CAD, and robotics

Unit 2 - Microprocessor and Computer Hardware

The student will understand how:

1) the basic structure of a microprocessor
2) the main memory, secondary storage, interfaces, printers, keyboards, plotters, modems, and user interfaces are parts of total system
3) to be able to identify the components of a system
4) to take safety precautions against losing data, damaging hardware, and securing systems for unauthorized use

Unit 3 - Industrial Computer Installations

The student will understand:

1) design and implementation strategy for an industrial computer installation
2) environmental factors affecting installations - heat, cold, humidity, dust
3) signal interference - radio magnetic interference, strip wiring

4) power conditioners and uninterruptible power supplies
5) troubleshooting computer system problems

Unit 4 - Applications Software

The student will have experience with:
1) Computer-aided instruction- IBM Explore exercise
2) Tutorials on applications software-wordprocessing, database, spreadsheet

Unit 5 - Computer-aided Design

Entering competencies - the student will have a basic backround in orthographic mechanical drafting

The student will be able to:
1) know the basic vocabulary dealing with CAD
2) know what the advantages and limitations of a CAD system are
3) know the basic commands and functions of AUTOCAD
4) be able to draw a simple 2D plate using AUTOCAD
5) use menus to search and update a drawing

Unit 6 - Telecommunications

The student will understand:
1) Basic telecommunications systems - ports, interfaces, modems
2) Serial and parallel transmissions and required hardware
3) Satellite communications and transponders
4) Digital and graphic data capture devices
5) Fiberoptics for digital transmissions

Unit 7 - Computer Numerical Control

Entering competencies - the student will have a basic understanding of lathes and milling machines

The student will be able to:
1) identify machine tools and control units; also know the difference between NC, CNC, and DNC
2) write a part program for a FANUC control on a Victor lathe
3) understand the steps in developing a CNC program from planning through production
4) understand the difference between EIA and ASCII codes; absolute programming and point-to-point (incremental)
5) distinguish point-to-point machines from contouring machines

6) distinguish 2, 2/2, 3, 5, and 6 axis machines
7) tell the difference between turning centers and machining centers
8) write part programs in both incremental and absolute
9) list advantages and disadvantages of NC machines

Unit 8 - Industrial Robotics and Automation

The student will be able to:
1) distinguish automation from robotics
2) identify the major parts of a robot
3) understand which tasks are adaptable to robotics, and develop a task analysis for a manufacturing problem
4) understand the limitations of robot systems, and observe their applications in local industry
5) identify jigs and fixtures on machine tools during plant on-site visits
6) understand how robots and automation techniques are utilized in modern manufacturing plants

Unit 9 - Artificial Intelligence and Expert Systems

The student will understand:
1) basic terminology dealing with AI
2) 3 levels of AI - programming languages, expert systems and natural language interfaces, user interfaces
3) algorithm development, natural languages
4) interfaces for industrial applications
5) CD-ROMS with natural language front end
6) hardware requirements for AI - parallel processors, RISC (reduced instruction set computing)
7) industrial machinery utilizing AI

Session 1 - Introduction to AutoCAD

Objectives:

To familiarize participants with:

1. equipment requirements for AutoCAD
2. concepts and terminology they will be using
3. common features of AutoCAD

Session 2 - Utility Commands
Objectives:

The participants will:

1. use the copy program on the DOS diskette to make a working copy of the necessary AutoCAD disks

2. use the format program on the DOS diskette in formatting a new disk to be used as a parts disk

3. become familiar with the eight tasks found on the main menu

4. have an understanding of the command structure used in AutoCAD

5. be able to load AutoCAD into the computer and enter fundamental commands

6. be familiar with notations for units and angles

7. have an understanding of files and the files utility menu

Session 3 - Points and Lines
Entity Draw Commands

Objectives:

The participants will:

1. place lines and points on the screen using various commands found on the screen menu

2. use coordinates and angular values to locate points and lines on the screen

3. use crosshairs and the numerical coordinate display to locate information for placing entities on the screen

4. use the erase command to edit various entities of a drawing

5. use a grid and various line and point commands to create a drawing

Session 4 - Arcs & Circles
Entity Creation

Objectives:

The participants will:

1. draw a variety of circles on the screen using circle commands
2. draw arcs using the ARC commands
3. draw arcs and circles to specified sizes at specified locations
4. erase any part of an arc or circle
5. use LINE, CIRCLE, and ARC commands to draw an object

Session 5 - Dimensioning & Text Commands

Objectives:

The participants will:

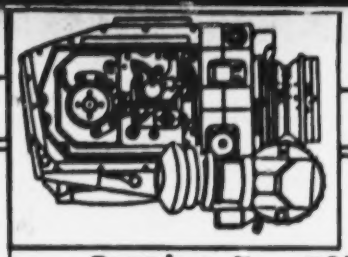
1. use the **DIMENSION** command found in the root menu and its sub menus and be able to dimension a drawing
2. place text on drawing in any desired position, size, and orientation by use of various **TEXT** commands
3. be familiar with the **UNITS** command to dimension in scientific, decimal, engineering, or architectural form
4. change the text or dimension in a drawing

Session 6 - Specialty Commands
(Entity Creations)

Objectives:

The participants will be:

1. familiar with special screen functions
2. able to use the "TRACE" command
3. able to "fill" the insides of solids and traces
4. able to define and place shapes on drawings



Session 7 - Edit & Inquiry Commands

Objectives:

The participants will:

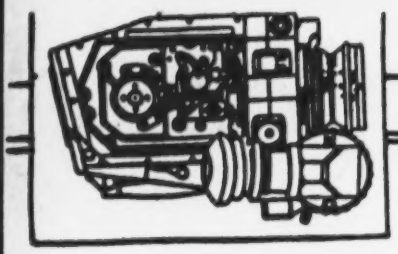
1. be able to use several **INQUIRY** commands to inquire into locations and relationships between entities
2. be familiar with the **CHANGE** command in moving entities from layer to layer or in modifying the properties of existing entities.
3. be able to use the file utility menu to list and control drawing files
4. be familiar with the "prompts" that are associated with various entity selection commands

Session 8 - Display Controls

Objectives:

The participants will:

1. be able to move the screen wihdow to any part of the drawing by use of the "PAN" command
2. set the size of the drawing area limits at any point on the drawing
3. use the "ZOOM" commands to enlarge any part of drawing or shrink any part of a drawing
4. use the "STATUS" command to determine the extends and position of a drawing in relationship to the drawing limits
5. use the "MOVE" and "COPY" commands to relocate objects on the screen
6. use various control commands to aid, alter, or change screen imager



Session 9 - Layers, Colors & Line Types

Objectives:

The participants will:

1. list the properties of layers
2. be able to place entities on different layers by use of the **LAYER** command
3. determine and control which layers have been used or will be used
4. use all of the "zoom" features to magnify or "back off" to see most or all of the drawing in progress
5. be able to assign different colors to different layers
6. be able to control the types of lines found on different layers
7. move or copy entities to any point on the current layer and move entities from one layer to another

Session 10 - Blocks, Arrays & Advanced Features
Session 11 - Work Session

Objectives:

The participants will:

1. have a knowledge of the **BLOCK** command in saving common parts that will be used over and over again
2. have a knowledge of the **ARRAY** command to be used in the placement of identical parts in rows and columns
3. have a knowledge at the **DIM** command for automatic dimensioning
4. be able to use the **ARRAY** command with the **ROTATE** command to reproduce symmetrical parts of a circular object

MATERIALS TESTING WORKSHOP

UNIT 1 INTRODUCTION 3 hrs

Objectives

1. To familiarize the instructor with the participants.
2. To familiarize the participants with the instructor.
3. To familiarize the participants with the workshop.
4. To familiarize the participants with the laboratory and equipment.
5. To administer the Participant Questionnaire

UNIT 2 Physical Properties 3 hrs

Objectives

1. To become familiar with the basic physical properties of a material.
2. To become familiar with the relationships among some of the physical properties.
3. To become familiar with the various reasons for conducting tests of physical properties.
4. To become familiar with the various types of tests conducted in industry.

References

ASTM: pp 187-196 (glossary)

Clauser: pp 37-60

UNIT 3 Tensile and Compressive Testing 9 hrs

Objectives

1. To become familiar with the nature and significance of the

information obtained from a tensile test.

2. To become familiar with the nature and significance of the information obtained from a compression test.
3. To be able to develop a stress-strain diagram from laboratory data.
4. To become familiar with the equipment and methodology for conducting a tensile test.
5. To become familiar with the equipment and methodology for conducting a compression test.
6. To become familiar with the equipment and methodology for determining Poisson's Ratio.
7. To conduct one or more tension and compression tests.

References

ASTM: pp 197-225, 329-331

Kazanas and Wallace: pp 8-20

Kraut: 320-321, 344

UNIT 4 Hardness Testing 3 hrs

Objectives

1. To become familiar with the nature and significance of the major methods of determining hardness.
2. To determine and compare hardnesses using a Brinell hardness tester and a Rockwell hardness tester.
3. To relate hardness and tensile strength for steels.

References

ASTM: pp 226-236, 238-262, 348-360

Kazanas and Wallace: pp 25-30

UNIT 5 Shear and Torsion Testing 3 hrs

Objectives

1. To become familiar with the significance and methodology of direct shear testing.
2. To become familiar with the significance and methodology of torsion testing.
3. To determine shear modulus from either a tension or a compression test.

References

ASTM: pp 329-331

Kazanas and Wallace: pp 35-37, 40-42

Kraut: 320-321, 344

UNIT 6 Impact Testing 3 hrs

Objectives

1. To become familiar with the significance and the methodology of impact testing.
2. To conduct several impact tests to examine the toughness of different materials.

References

ASTM: pp 273-289

Kazanas and Wallace: pp 37-40

UNIT 7 Fatig Testing 6 hrs

Objectives

1. To become familiar with the significance and methodology of fatique testing.

2. To conduct a series of fatigue test.

3. To develop and analyze one or more fatigue curves.

References

ASTM: pp 403-408, 634-635 (glossary); pp 694-713

Keyser: pp 41-53

Program Itinerary
for
Distinguished Professors from the States

July 18 --- August 8, 1986

Daily Schedule (Schedule will be different on the days specially indicated.)

8:00 a.m.	Leave hotel for NKIT
8:30-11:30 a.m.	Classes
11:30 a.m.	Depart NKIT for lunch at hotel
1:00 p.m.	Depart hotel for NKIT
1:30-3:30 p.m.	Classes

Friday, July 18

10:30 a.m.	Arrive at kaohsiung International Airport
11:00 a.m.	Checkin at Holiday Garden Hotel
12:00 noon	Have lunch with NKIT coordinator & interpreters
18:30 p.m.	Dinner hosted by President Chien-kuo Wu

Saturday, July 19

8:30 a.m.	Depart hotel for NKIT
9:00 a.m	Arriving, briefing and having a discussion with NKIT personnel
10:00 a.m.	Tour around the campus and visit shops and labs
12:00 a.m.	Depart NKIT for lunch at hotel
14:00 p.m.	Tour Cheng Ching Lake

Sunday, July 20

Free

Monday, July 21

9:00 a.m.	Depart hotel for NKIT or free
14:00 p.m.	Classes beginning ceremony
15:35 p.m.	Depart NKIT for hotel

July 22--24 Instructional days

Friday, July 25

8:00 a.m.	Depart hotel for NKIT
8:30 a.m.	Field trip to Taiwan Machinery Manufacturing Corp.
11:30 a.m.	Lunch at China Steel Corp.
13:30-15:30 p.m.	Visit China Steel Corp.
15:40 p.m.	Back to hotel

Saturday, July 26

8:00 a.m. Set out for Kenting National Park

Sunday, July 27

Shopping

July 28--31 Instructional days

August 1--4 Hong Kong

August 5--7 Instructional days

Friday, August 8

8:00 a.m.	Depart hotel for NKIT
8:30-11:30 a.m.	Evaluation and have a follow-up discussion with the participants
11:30 a.m.	Depart NKIT for hotel
13:00 p.m.	Depart hotel for NKIT
13:30 p.m.	Visit Metal Industries Develop Center & Formosa Plastics Corp.
15:30 p.m.	Back to hotel
18:30 p.m.	Farewell dinner

Please do feel free to contact Miss Harriet Feng or Prof. Huang Kuo-en on any questions you may have.

Office phone: (07) 3814526 ext. 201 (Harriet)
206 (Huang)

Home phone: (07) 3311704 (Harriet)

NATIONAL KAOSHIUNG INSTITUTE OF TECHNOLOGY
CCID TECHNICAL WORKSHOP 1986

STUDENT INFORMATION QUESTIONNAIRE

1) Please check the workshop for which you are registered.

_____ CAD/CAM
_____ Industrial Computer Applications
_____ Destructive and Non-destructive Testing

2) NAME: _____ (English) AGE: _____ years

_____ (Chinese)

3) NAME OF YOUR SCHOOL: _____

CITY: _____

AVERAGE AGE OF YOUR STUDENTS: _____ years old

4) SUBJECTS YOU TEACH — TYPE OF EQUIPMENT

EXAMPLE:
Computer-aided drafting — IBM PC, AutoCAD software

5) TEACHING EXPERIENCE _____ years

INDUSTRIAL WORK EXPERIENCE _____ years

6) WHAT TOPICS WOULD YOU LIKE THE INSTRUCTORS TO TALK ABOUT IN THE AREA OF THE WORKSHOP IN WHICH YOU ARE ENROLLED?

PARTICIPANT INFORMATION SURVEY

GRAPHIC RESULTS

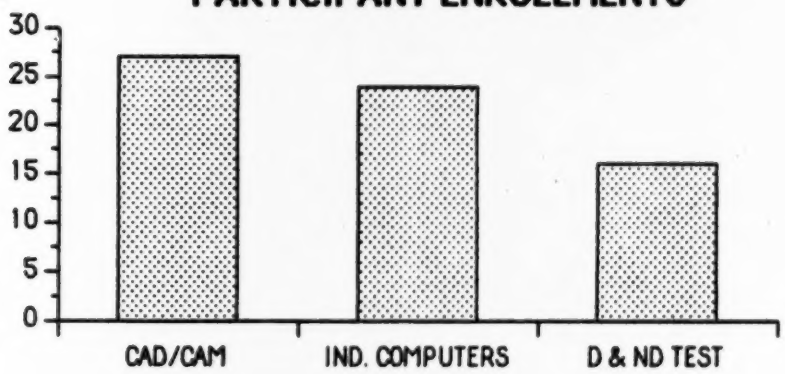
SUMMARY

AVERAGE PARTICIPANT AGE 33.9

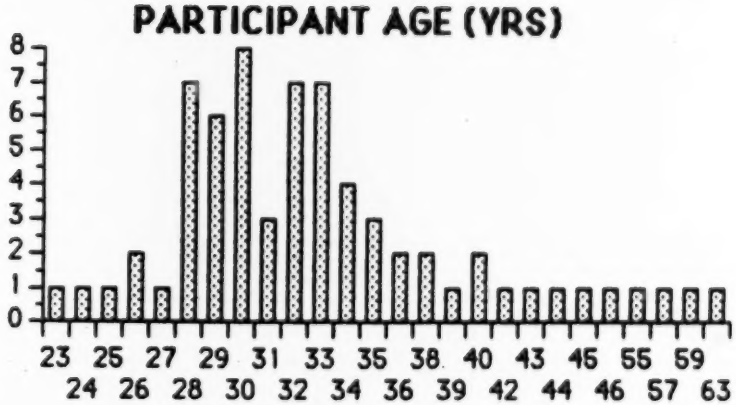
AVERAGE YEARS TEACHING EXPERIENCE 3.7

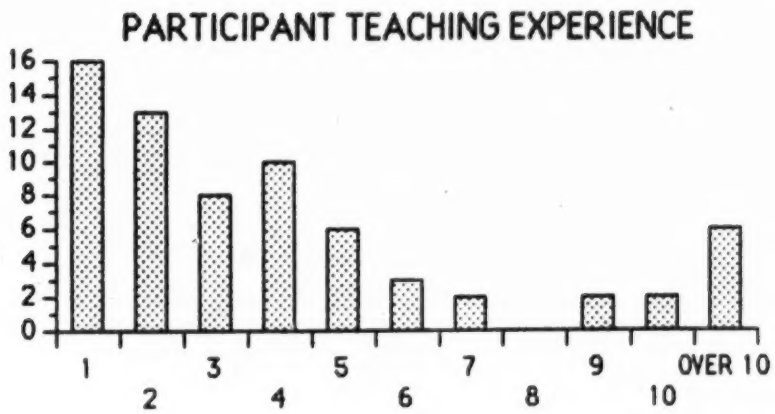
AVERAGE YEARS WORK EXPERIENCE 3.3

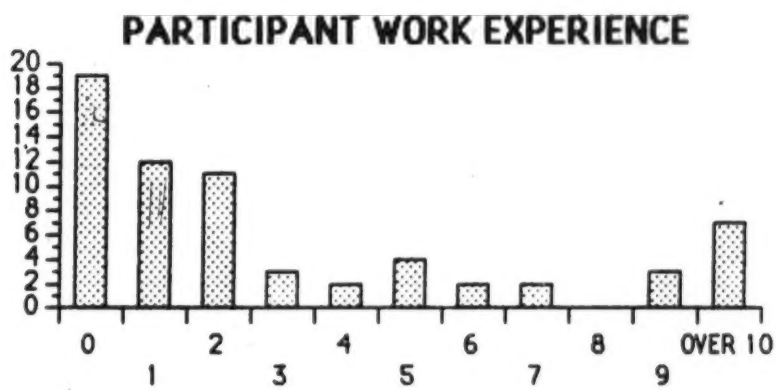
PARTICIPANT ENROLLMENTS



PARTICIPANT AGE (YRS)




PARTICIPANT TEACHING EXPERIENCE
16
14
12
10
8
6
4
2
0
1
2
3
4
5
6
7
8
9
10
OVER 10


PARTICIPANT WORK EXPERIENCE
20
18
16
14
12
10
8
6
4
2
0
0
1
2
3
4
5
6
7
8
9
OVER 10

CCID
NKIT Technical Workshop 1986
Student Evaluation of Instruction

I. Student Information (please leave blank all questions which are inappropriate)

A. Which workshop were you enrolled in?

A. CAD/CAM B. Industrial Computer C. DT/NDT

Assessment of the Course and Instruction (please leave blank all questions which are inappropriate)

KEY:

A - Strongly agree
B - Agree
C - Undecided
D - Disagree
E - Strongly disagree

II. FACILITIES

1. **The classroom facilities were well suited for the workshop material?**

A Strongly agree B C Undecided D E Strongly disagree

2. **The equipment utilized (computers, robots, etc) was sufficient to teach the content of the workshop.**

A Strongly agree B C Undecided D E Strongly disagree

3. **The field trips helped me to understand concepts covered in class.**

A Strongly agree B C Undecided D E Strongly disagree

4. **I would attend another workshop at KNIT.**

A Strongly agree B C Undecided D E Strongly disagree

5. **The material covered in the workshop will help the students enrolled in my classes.**

A Strongly agree B C Undecided D E Strongly disagree

6. **It was difficult to understand the instructor's lectures because of the language difference.**

A Strongly agree B C Undecided D E Strongly disagree

7. The instructor is well prepared for each class.

A	B	C	D	E
Strongly agree		Undecided		Strongly disagree

8. The instructor uses excellent teaching techniques.

A	B	C	D	E
Strongly agree		Undecided		Strongly disagree

9. The instructor met the objectives of the course and the workshop.

A	B	C	D	E
Strongly agree		Undecided		Strongly disagree

10. The instructor clearly explained the objectives of this course.

A	B	C	D	E
Strongly agree		Undecided		Strongly disagree

11. The instructor is receptive to the expression of student views.

A	B	C	D	E
Strongly agree		Undecided		Strongly disagree

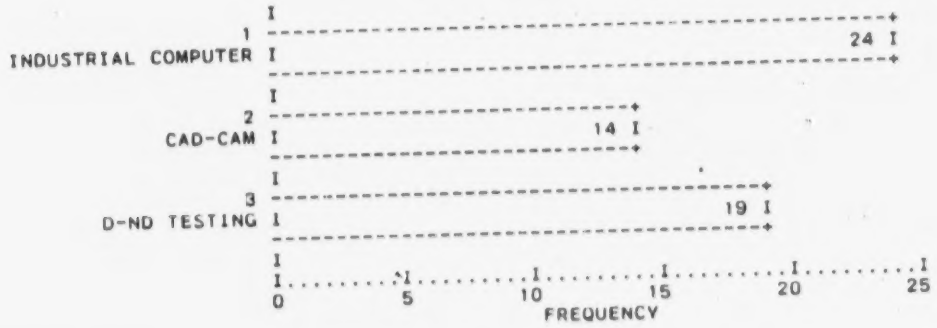
12. The examinations for this course are well-designed and appropriate.

A	B	C	D	E
Strongly agree		Undecided		Strongly disagree

13. What suggestions do you have for future workshops?

Which workshop were you enrolled in?

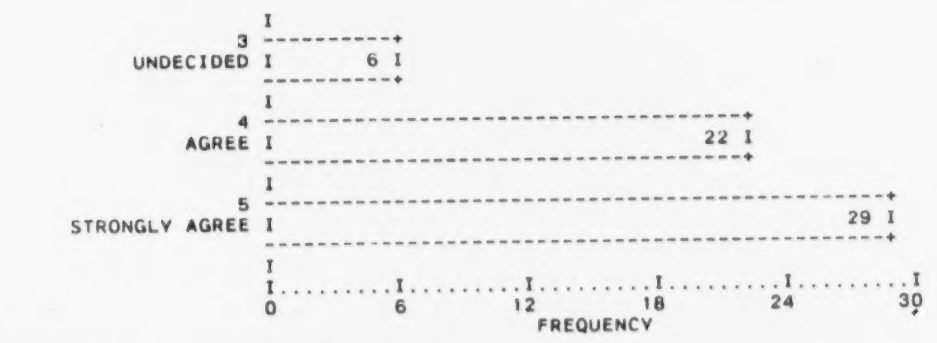
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
INDUSTRIAL COMPUTER	1	24	42.1	42.1	42.1
CAD-CAM	2	14	24.6	24.6	66.7
D-ND TESTING	3	19	33.3	33.3	100.0
	TOTAL	57	100.0	100.0	



VALID CASES 57 MISSING CASES 0

1. The classroom facilities were well suited for the workshop material?

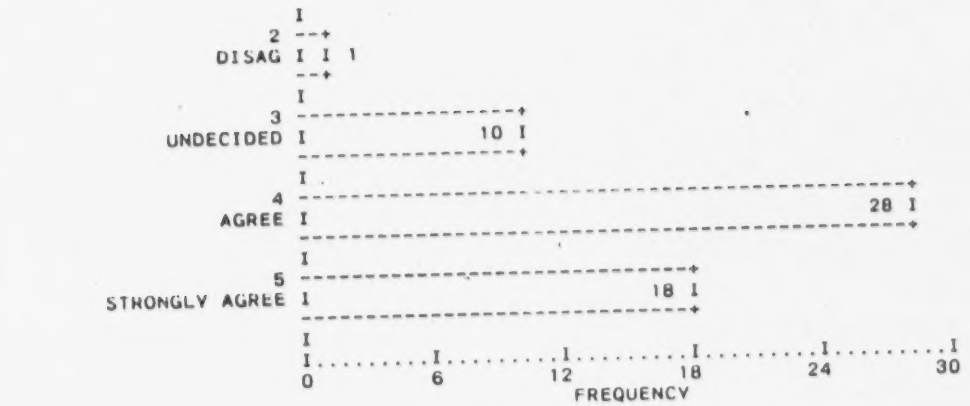
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UNDECIDED	3	6	10.5	10.5	10.5
AGREE	4	22	38.6	38.6	49.1
STRONGLY AGREE	5	29	50.9	50.9	100.0
	TOTAL	57	100.0	100.0	



VALID CASES 57 MISSING CASES 0

2. The equipment utilized (computers, robots, etc) was sufficient to teach the content of the workshop.

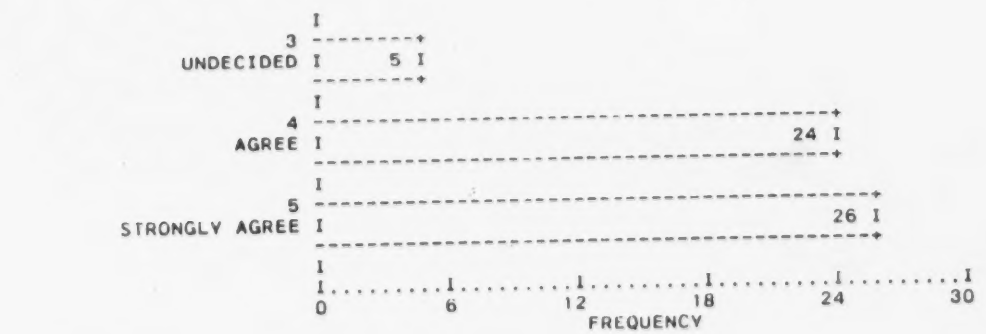
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
DISAG	2	1	1.8	1.8	1.8
UNDECIDED	3	10	17.5	17.5	19.3
AGREE	4	28	49.1	49.1	68.4
STRONGLY AGREE	5	18	31.6	31.6	100.0
	TOTAL	57	100.0	100.0	



VALID CASES 57 MISSING CASES 0

3. The field trips helped me to understand concepts covered in class.

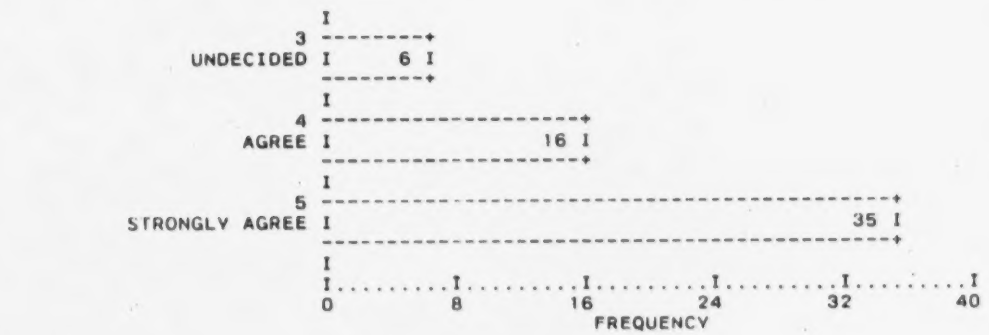
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UNDECIDED	3	5	8.8	9.1	9.1
AGREE	4	24	42.1	43.6	52.7
STRONGLY AGREE	5	26	45.6	47.3	100.0
	9	2	3.5	MISSING	
	TOTAL	57	100.0	100.0	



VALID CASES 55 MISSING CASES 2

4. I would attend another workshop at KNIT.

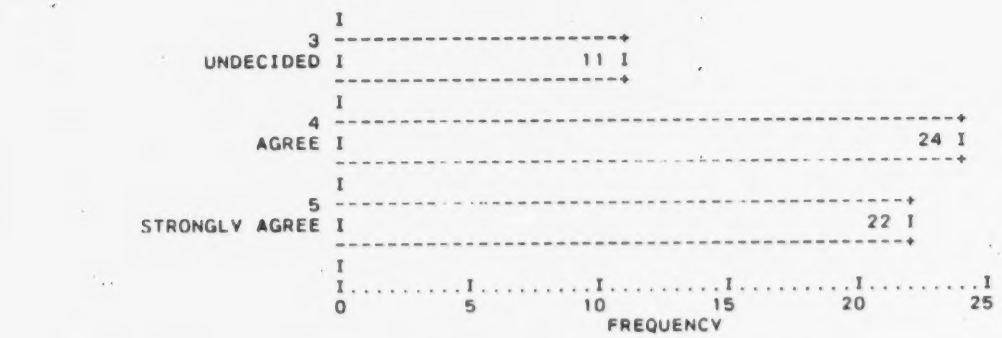
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UNDECIDED	3	6	10.5	10.5	10.5
AGREE	4	16	28.1	28.1	38.6
STRONGLY AGREE	5	35	61.4	61.4	100.0
	TOTAL	57	100.0	100.0	



VALID CASES 57 MISSING CASES 0

5. The material covered in the workshop will help the students enrolled in my classes.

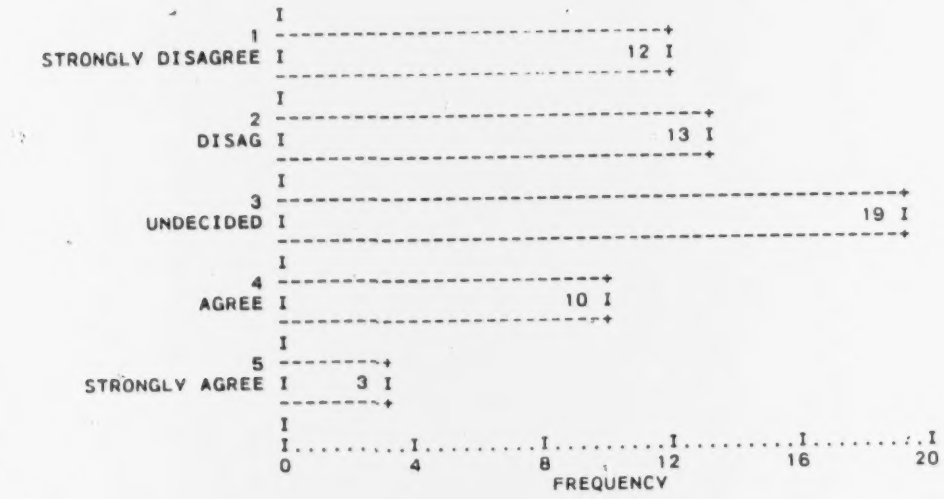
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UNDECIDED	3	11	19.3	19.3	19.3
AGREE	4	24	42.1	42.1	61.4
STRONGLY AGREE	5	22	38.6	38.6	100.0
	TOTAL	57	100.0	100.0	



VALID CASES 57 MISSING CASES 0

6. It was difficult to understand the instructor's lectures because of the language difference.

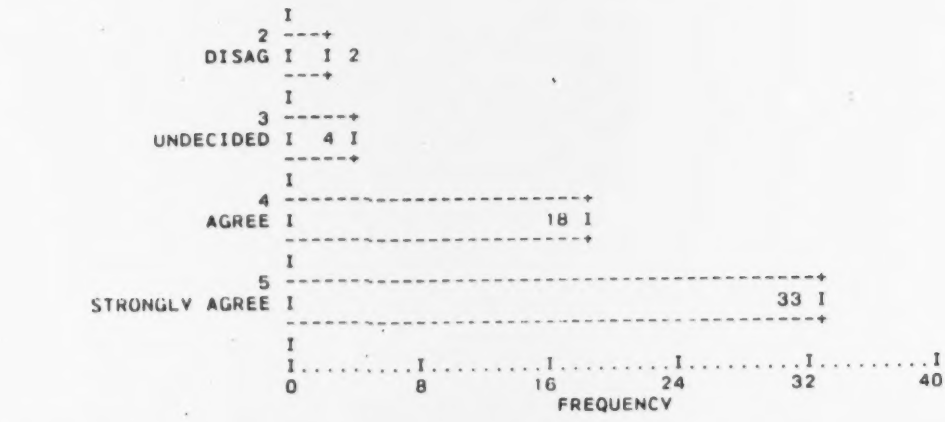
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	12	21.1	21.1	21.1
DISAG	2	13	22.8	22.8	43.9
UNDECIDED	3	19	33.3	33.3	77.2
AGREE	4	10	17.5	17.5	94.7
STRONGLY AGREE	5	3	5.3	5.3	100.0
	TOTAL	57	100.0	100.0	



VALID CASES 57 MISSING CASES 0

7. The instructor is well prepared for each class.

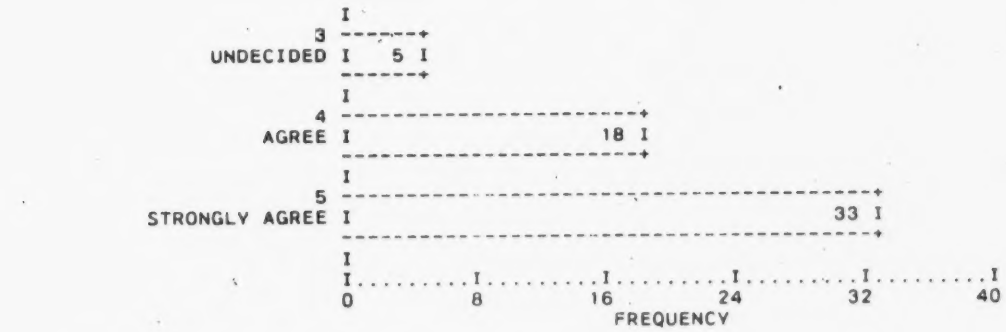
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
DISAG	2	2	3.5	3.5	3.5
UNDECIDED	3	4	7.0	7.0	10.5
AGREE	4	18	31.6	31.6	42.1
STRONGLY AGREE	5	33	57.9	57.9	100.0
	TOTAL	57	100.0	100.0	



VALID CASES 57 MISSING CASES 0

8. The instructor uses excellent teaching techniques.

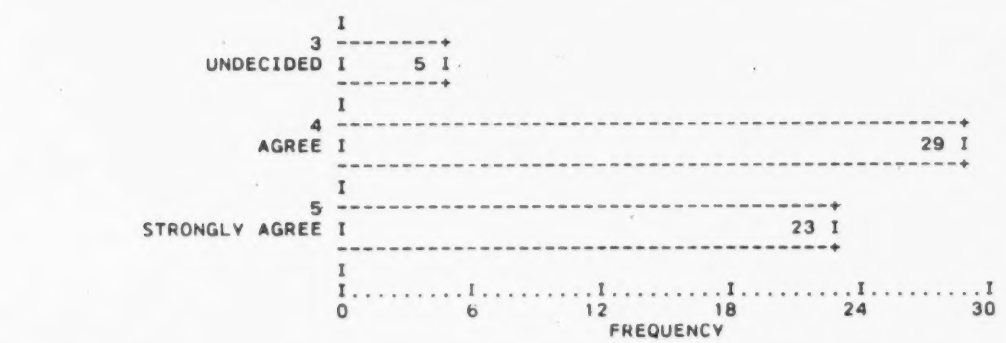
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UNDECIDED	3	5	8.8	8.9	8.9
AGREE	4	18	31.6	32.1	41.1
STRONGLY AGREE	5	33	57.9	58.9	100.0
	9	1	1.8	MISSING	
	TOTAL	57	100.0	100.0	



VALID CASES 56 MISSING CASES 1

9. The instructor met the objectives of the course and the workshop.

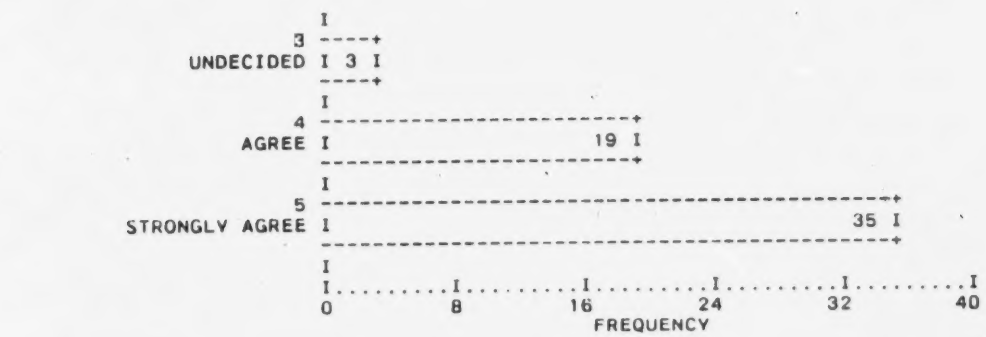
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UNDECIDED	3	5	8.8	8.8	8.8
AGREE	4	29	50.9	50.9	59.6
STRONGLY AGREE	5	23	40.4	40.4	100.0
	TOTAL	57	100.0	100.0	



VALID CASES 57 MISSING CASES 0

10. The instructor clearly explained the objectives of this course.

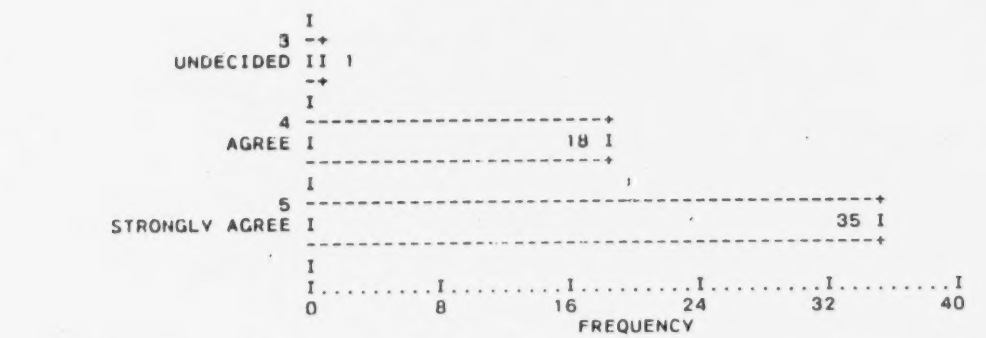
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UNDECIDED	3	3	5.3	5.3	5.3
AGREE	4	19	33.3	33.3	38.6
STRONGLY AGREE	5	35	61.4	61.4	100.0
	TOTAL	57	100.0	100.0	



VALID CASES 57 MISSING CASES 0

11. The instructor is receptive to the expression of student views.

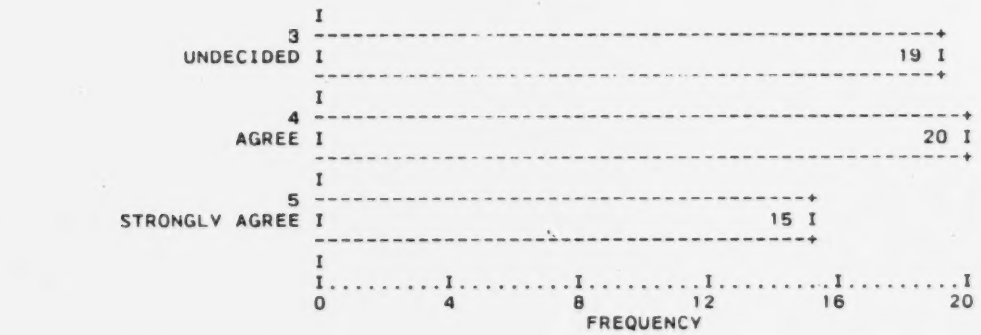
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UNDECIDED	3	1	1.8	1.9	1.9
AGREE	4	18	31.6	33.3	35.2
STRONGLY AGREE	5	35	61.4	64.8	100.0
	9	3	5.3	MISSING	
	TOTAL	57	100.0	100.0	



VALID CASES 54 MISSING CASES 3

12. The examinations for this course are well-designed and appropriate.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UNDECIDED	3	19	33.3	35.2	35.2
AGREE	4	20	35.1	37.0	72.2
STRONGLY AGREE	5	15	26.3	27.8	100.0
	9	3	5.3	MISSING	
	TOTAL	57	100.0	100.0	



VALID CASES 54 MISSING CASES 3

DELAWARE TECH

Georgetown ■ Dover ■ Stanton ■ Wilmington

August 26, 1986

Ms. Linda Elliott
Tri-County Technical College
Highway 76
P. O. Box 587
Pendleton, SC 29760

Dear Linda:

Hopefully your trip to Korea was enjoyable and met your expectations. Apparently it's quite different in a number of ways from some of the other countries of the Far East. It will be interesting to hear about your experiences and impressions.

The workshops in Kaohsiung in general and specifically went reasonably well. Naturally I was closest to my own and fairly close to Mr. Bell's workshop. However, break and meal conversations provided a good bit of insight into the other workshops as well as being part of general impressions. Accordingly, I'd like to offer the following comments which are not intentionally in any order of priority.

1. Provide for more pre-planning time. Apparently the ROC budget for these workshops is not firm until the end of May. However, it would seem more desirable to have someone who has started to prepare find their workshop cut than to have everyone who goes limited in preplanning time.

2. Provide more information on the nature of the workshop participants. In my own case I had been led to believe that an overview of destructive testing for vocational instructors without expertise in the field was desired. On arrival, the participants turned out to be post-secondary faculty, most of whom were teaching materials testing and half of the class had master's degrees in either materials science or mechanical engineering. This just may be stretching flexibility a little far on our part. (The issue of level is complicated by two factors, one in the USA and one in ROC. Particularly the five-year programs in ROC may be considered in part vocational, starting as they do in the tenth grade. However, enrollment is highly

selective, and graduates, having finished two post-secondary years, are generally equivalent to the best of our two-year engineering technology programs. On the USA part, it must be recognized that the offerings in our community colleges may (depending generally on the state they are in) offer any one or more than one of the following four types of programs: vocational, technology, engineering technology, first two years of an engineering curriculum. It is important that faculty going abroad understand both the nature of our systems and the system being served.

3. The recruitment and selection of faculty that best fits the need depends on three things: clarity of purpose (see 2 above), maximum lead time (see 1 above), and payment of salary for the duration of the actual workshop. Having some knowledge of how quite a few different colleges operate, this last item should be no problem for any college that is really interested in having their faculty participate.

4. Regarding clarity of purpose, it would be good if preliminary materials sent out and a pre-service session stressed the value of each of the following objectives of the workshop: cognitive learning of a specific nature, and affective learning in the areas of teaching methods, general interchange between USA and ROC faculty, and general interchange among ROC faculty. It is important to strike a balance among these and maintain it as there is a tendency for some faculty to downplay the cognitive portion of the objectives.

5. If even some of the above were accomplished, it would seem that one pre-service session should be enough. Since travel money is sometimes tight near the end of the fiscal year, I would suggest eliminating the earlier session. Corollary to this should be the commitment by member colleges to provide any extraneous travel funds not covered by ROC.

6. Some clarification and amplification of the roles of travel coordination and academic leadership needs to be made.

7. An opportunity for the USA faculty to evaluate the workshop needs to be provided.

8. The pre-assessment instrument used for workshop participants needs some revision to expand its usefulness.

9. The workshop evaluation form used by participants needs some revision in content, format, and application to increase its usefulness. The high priority that most orientals place in politeness has a strong moderating effect on their evaluation responses.

That's about all I can think of at the moment. Will give you a call when you've had a chance to digest it. Thanks for your help on the project.

Sincerely yours,

George P. Kraut

GPK:jt
d105/Elliott
cc: D. Bell
J. Humphreys
D. Jarman
G. T. Kavel
T. Mallard
E. Maurer
L. McCoy
J. North

Community Colleges for International Development, Inc.

This Certificate of Completion is Awarded to

Ren G. Lung

龍 仁 光

for successful participation in the Technical Workshops sponsored by the Ministry of Education, Republic of China, and the Community Colleges for International Development, Inc.

Chien-Kuo Wu

Maxwell C. King

Dr. Maxwell C. King, Chairman
CCID Board of Directors
Brevard Community College

August 8, 1986
Date

David L. Jarman

50

65

66

GENERAL INFORMATION

Area: 35,981 square kilometers

Population: (latest statistics): 19,164,000

Major Cities:

Taipei (capital): 2,500,000

Kaohsiung (container port, chief city of the south): 1,500,000

Taichung (central city with upriver port): 700,000

Tainan (historic city in south central region): 650,000

Keelung (chief port on north coast): 350,000

Geographical Setting:

Located approximately 160 kilometers off the southeast coast of mainland China (Kwangtung and Fukien provinces), Taiwan lies 806 kilometers northeast of Hong Kong and 2123 kilometers southwest of Tokyo. The rugged (over 75% mountainous) island is bisected by the Tropic of Cancer, giving the island a lush, semi-tropic environment. Early Portugese navigators christened the island, "Formosa", after the luxuriant forests which graced the landscape.

Highest Point:

Yu Shan (Jade Mountain, highest peak in East Asia) 3,997 meters.

Holidays (1985)

Founding of the ROC	January 1-2
Chinese Lunar New Year (Spring Festival)	February 20-22
Youth Day	March 29
Tomb Sweeping Day/Death of Chiang Kai-shek	April 5
Dragon Boat Festival	June 22
Teachers' Day/Confucius' Birthday	September 28
Mid-autumn Moon Festival	September 29
Double Tenth National Day	October 10
Taiwan Retrocession Day	October 25
Veterans' Day/Chiang Kai-shek's Birthday	October 31
Dr. Sun Yat-sen's Birthday	November 12
Constitution Day	December 25

Religions:

Predominantly Buddhist and Taoist with a significant number of Catholics, Protestants and Muslims.

Language:

The official language is Mandarin, which is used in the school system. There are, however, several other dialects of Chinese widely spoken including Taiwanese and Hakka. English and Japanese are also widely understood.

Time Zone:

Greenwich Mean Time + 8 hours

Weights and Measures: The Metric System

Electric Current: 110 volt; 60 cycles

Prohibitions:

Counterfeit currency, gambling apparatus, pornographic materials, firearms, narcotics, patent infringements, and contraband articles such as foodstuffs from infected areas are prohibited.

Customs Inspection:

Both incoming and outgoing passengers will have their baggage inspected by customs: Incoming for the above mentioned prohibitions and outgoing for excess Taiwan currency, gold, silver, and nonexportable publications.

Climate:

Humid, subtropical climate with abundant yearly rainfall. Northern Taiwan tends to be more extreme; long, hot summers, & short, rainy, cool winters. The extreme south has a more tropical climate; mild winters with pronounced wet and dry seasons.

What to Wear:

Summer Months:

Light, comfortable, drip-dry cottons are best for the heat and humidity.

Winter Months:

Despite its southern location, Taipei can get very damp and chilly in winter. Best to pack some winter woolens for those damp days. A heavy trenchcoat for the rain is advisable.

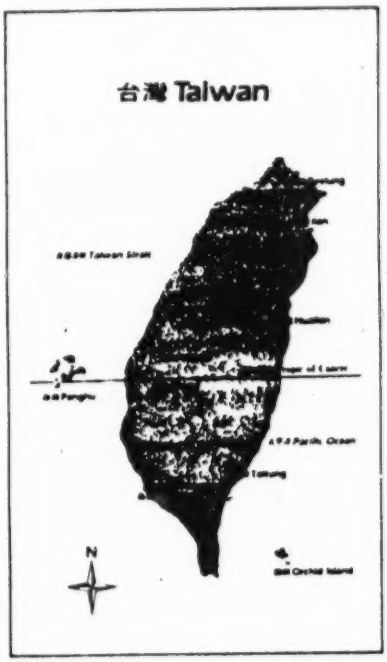
For most business and social functions, men should wear coat and-tie. Evening dress is acceptable for women. Casual attire is acceptable in most other circumstances, but dress should always be neat.

Health Regulations

Effective cholera and yellow fever v. ination certificates are required of all v tors coming from designated countries or who have stayed more than five dav infected areas. Valid certificates must be issued at least seven days prior to but not more than six months before arrival in the country. Other than this, health certificates are not generally required.

Airport Tax

All departing visitors are required to pay an exit airport tax of NT$200. You should present the receipt when checking in.



Average Island Temperatures:

Place		Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Taipei	C	15	15	17	21	24	26	28	28	27	23	20	17
	F	59	59	63	70	76	79	83	83	80	74	68	63
Taichung	C	16	16	19	22	26	27	28	28	27	24	21	17
	F	60	61	64	72	78	81	82	82	79	75	69	63
Kaohsiung	C	19	19	22	25	27	28	28	28	28	26	23	20
	F	65	67	71	76	81	82	83	82	82	78	74	68

Taipei—U.S.A. Daily On Pan Am

Call Your Travel Agent
or Pan Am Tel: 5615906

51Pan Am. You Can't Beat the Experience.

FINANCIAL STATISTICS

Rate of Exchange:
US$1 roughly equals NT$40.

Monetary Regulations:
Incoming:
Gold and silver is allowed in unlimited amounts, but must be declared to customs. Foreign currencies may be brought in any amount without restriction. Any passenger, however, wishing to bring in more than NT$8,000 must apply for a permit from the Ministry of Finance prior to entry.
Outgoing:
It is prohibited to take any amount of gold or silver out of the country. If you enter with more than US$1,000, and plan to depart with that amount or more, you must report this to customs on arrival and again upon departure. Failure to do so will result in any amount over the US$1,000 being confiscated.

Gross National Product:
Per Capita: US$2,540 (1984 statistics)

Trade: Imports and Exports (US$ millions):
Imports: 2,319
Exports: 25,117

Growth Rate:
Population — 1.8%
GNP — 3.8%
Per Capita GNP — 2.0%
Agricultural
Production — 1.3%
Industrial Prod. — 1.7%
Transportation and Communications—.03%
Money Supply — 15.6%
Consumer Price — 4.0%
Wholesale Prices — .07%
Exports — 4.2%
Imports — 5.5%

BusinessTravelers

The Only Taiwan Travel Magazine

IMMIGRATION REQUIREMENTS

All foreigners entering Taiwan must be in possession of valid passports or other internationally recognized travel documents.
Visas should be obtained, before departure for Taiwan (see Notes 1 and 2), from an embassy of the Republic of China, consulate or visa-issuing representative.

Entry visas: Valid for six months from date of issue; good for a single visit. Holders should apply to the police, on arrival, for an Alien Resident Certificate. Foreigners employed in Taiwan may be granted single or multiple entry visas good for up to 12 months.

Transit visas: Valid for three months from date of issue; good for a single visit not exceeding two weeks. No extensions granted.

Commercial visas: Valid for six months from date of issue; good for a single visit not exceeding 60 days. Two extensions of 60 days each may be granted. Special multiple entry visas are granted to representatives of foreign companies importing products from Taiwan to a specified annual value (details may be obtained from a Republic of China commercial office or diplomatic mission or through the Taiwan representatives or associates of the companies concerned).

Tourist visas: (Class A). Valid for six months from date of issue; good for single visit not exceeding 30 days. One extension of 30 days may be granted.

Tourist visas: (Class B). Valid for six months from date of issue; good for a single visit not exceeding 60 days. Two extensions of 60 days each may be granted.

Student visas: Valid for six months from date of issue and are good for single journey only. Holders must apply for resident certificates immediately upon arrival.

Extensions: Extensions for tourist visa holders are obtained at the Foreign Affairs Office of the Taipei Municipal Police Administration located behind the police headquarters on the corner of Wu Chang Street and Chung Hwa Road.
It is recommended that you apply one week prior to the expiration of your visa. For further details call 361-0159.

Alien Resident Certificates: All those entering on an Entry or Student visa are required to apply for this certificate no later than ten days after arrival at the Foreign Affairs Section of police headquarters.

PERSONAL SERVICES

International Calls
Dial 100 for the international operator.

Public Telephones
Public telephones take NT$1 and NT$5 coins (NT$1 for 3 minutes). A loud signal warns you that your call is about to expire.

Hours of Business
Government offices
8:30 a.m. to noon and
1:30 p.m. to 5:30 p.m. Monday to Friday
8:30 a.m. to noon Saturday
Closed on Sundays and Public Holidays
Banks 9:00 a.m. to 3:30 p.m. Monday to Friday 9:00 a.m. to noon Saturday
Commercial firms
8:30 a.m. to noon and
1:30 p.m. to 5:30 p.m. Monday to Friday.
8:30 a.m. to noon Saturday
Closed on Sundays and Public Holidays
Government-run enterprises
8:30 a.m. to noon and
1:00 p.m. to 5:00 p.m. Monday to Friday
8:30 a.m. to noon Saturday
Closed on Sundays and Public Holidays

Communication Facilities

Telephone

Directory Assistance		Emergencies	
Chinese speaking	104	Police	110
English speaking	311-6796	Fire	119

Overseas Call Rates (in NT Dollars)

	First Three Minutes Station to Station	Person to Person	Each Additional Minute
Australia (daily)	396	594	132
Canada (daily)	456	609	152
Canada (Sunday)	345	456	115
Germany (daily)	456	609	152
Hong Kong (daily)	213	267	71
Hong Kong (Sunday)	153	189	51
India (daily)	423	423	141
Italy (daily)	456	609	152
Japan (daily)	228	297	76
Korea (daily)	261	345	87
Philippines (daily)	297	396	99
Singapore (daily)	267	402	89
USA (daily)	396	528	132
USA (Sunday)	297	396	99

Dial 334-3780 for rate information of countries not listed.

Cable & Wire
International cables may be sent from major hotels or from one of the following Interna-

tional Telecommunications Administration Offices.

ITA Main Office 344-3781
28 Hang Chow S. Rd., Sec. 1, Taipei
台北市杭州南路1段28號

Chung Hsiao Branch 344-3781
118, Chung Hsiao W. Rd., Sec. 1, Taipei
台北市忠孝西路1段118號

Chung Shan Branch 541-7434
23, Chung Shan N. Rd., Sec. 2, Taipei
台北市中山北路2段23號

CKS Airport Branch 1 (033) 835670
CKS Int'l Airport Departure Lounge, Taoyuan
桃園中正國際機場出境大廳

CKS Airport Branch 2 (033) 835671
CKS Int'l Airport Arrival Lounge, Taoyuan
桃園中正國際機場入境大廳

Sung Shan Branch 771-6112
Sung Shan Domestic Airport, Taipei
台北市松山機場航站大廈

Cable Rates (in NT Dollars)

	Regular	Letter Telegram (22 words minimum)	
Australia	28.90	14.15	(318.00)
Canada	24.80	12.40	(273.00)
Germany	37.20	18.60	(409.50)
Hong Kong	6.60	(N/A)	
India	24.80	12.40	(273.00)
Italy	37.20	18.60	(409.50)
Japan	14.90	7.45	(164.00)
Korea	14.90	7.45	(164.00)
Philippines	14.90	(N/A)	
Singapore	24.80	12.40	(273.00)
USA	24.80	12.40	(273.00)

Facsimile

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Postage

Air Mail Rates (in NT Dollars)

	First 20gr.	Each Add. 20gr.
Hong Kong	7	5
	First 10gr.	Each Add 10gr.
Asia/Australia	11	7
America/ Europe/Africa	18	11

Express service add NT$24 to all rates.

Hospitals

Adventist Hospital (Taiwan)	771-8151
Air Force General Hospital	764-2151
Cathay General Hospital	708-2121
Central Clinic	751-0221
Chang Ken Memorial Hospital	713-5211
China Medical Center	702-2621, 702-2869
Country Hospital	771-3161
(24 hour emergency service)	721-6315
Far Eastern Memorial Hospital	954-6200
Mackay Memorial Hospital	521-3200
National Taiwan University	312-3456
Tien Medical Center	914-9110
Tri-Service General Hospital	321-0171

Additional Phone Numbers:

Foreign Affairs Department of National Police Administration 321-8673
Foreign Affairs Department of Municipal Police 311-9940
Foreign Affairs Police for:
Taichung: (042) 241-1141
Kaohsiung: (07) 221-5796
Tainan: (062) 229-704
Keelung: (032) 268-181.
Taiwan Tourist Bureau 721-8541
Taiwan Visitors Association 594-3261

Taichung General Information

Located on a plain some 17 kilometers from the coast, and 100 kilometers south of Taipei, Taichung is the central distribution point and population center for central Taiwan. Blessed with the most favorable climate on the island, this growing city boasts a present population of over 700,000. Among the scenic highlights of the city are lovely Chung Shan Park, the Taichung Martyrs Shrine, the Pao-Chueh Temple, Tunghai University, reputed to have the most attractive campus among island universities.

Hotels

Ambassador Hotel 228-9191
131 Tzu Yu Rd., Sec. 2
台中市自由路2段131號

Hotel National 229-8111
257 Taichung Kang Rd., Sec. 1
台中市台中港路1段257號

Park Hotel 220-5158
5 Shuang Shih Rd., Sec. 1
台中市双十路1段5號

Taichung Hotel 224-2121
152 Tzu Yu Rd., Sec. 1
台中市自由路1段152號

Chinese Restaurants

Kuo Kuang Lou 221-5577
19-2, Kung Yuan Rd.
台中市公園路19-2號

Wangs Sea Food Restaurant 227-6067
5, Lane 128, Cheng Kung Rd.
台中市成功路128巷5號

Western Restaurants

Chabot Restaurant 229-6168
4Fl., 115 Lu Chuan W. St.
台中市錦川西街115號4F

Regal Beagle 225-4924
219 Taichung Kang Rd., Sec. 1
台中市中港路1段219號

Travel Agents

South East Travel Service 226-1171
218 Chien Kuo Rd.
台中市建國路218號

Churches

Chia Yi English Lutheran Congregation 222-3051
199 Shan Tsu Ting
嘉義山之頂199號

Church of Christ 232-3346
10 Alley 58, Lane 13, Chung Chi Rd.
台中市中清路13巷58弄10號

St. James Church
23, Wu Chuang W. Rd.
台中市五權西路23號

Taichung Community Chapel 291-4772
Morrison Academy Auditorium
136-1 Shui Nan Rd.
台中市水源路136-1號

Kaohsiung General Information

Taiwan's second largest city is located on the southwest coast. An economic showcase for the island's rapid transition to a highly industrialized society, Kaohsiung boasts a population of over 1.5 million. Located four hours south of Taipei by road, the city also has the nation's largest port. A drier climate with warmer winters has made the city, as well as the nearby scenic areas of Pingtung and Kenting, an increasingly popular tourist destination.

Hotels

The Ambassador Hotel Kaohsiung 211-5211
202 Min Shen 2nd Rd.
高雄市民生2路202號

Grand Hotel 271-1151
Cheng Ching Lake
高雄澄清湖內

Hotel Holiday Garden 241-0121
279 Liu Ho 2nd Rd.
高雄市六合2路279號

Chinese Restaurants

Far East Restaurant 561-4281
6Fl., 83 Wu Fu 4th Rd.
高雄市五福4路83號6樓

Wan Kuo Restaurant 211-3116
2Fl., 101 Wu Fu 3rd Rd.
高雄市五福3路101號2樓

Western Restaurants

Hong Ling Steak House 241-7871
133 Ta Tun 2nd Rd.,
高雄市大同2路133號

Koishikawa Teppan-Yaki & Steak House 291-5242
145, Ta Tung 2nd Rd.
高雄市大同2路145號

Travel Agents

China Travel Service 231-2131
188 Chung Cheng 4th Rd.
高雄市中正4路188號

South East Travel Service 231-2181
106 Chung Cheng 4th Rd.
高雄市中正4路106號

Churches

Kaohsiung Community Church (Interdenominational) 221-7640
102 Chung Cheng 3rd Rd.
高雄市中正3路102號

Hospitals

St. Paul's 221-1606
29 Chiu Ting Rd.
高雄市球庭路29號

Kaohsiung SDA Medical and Dental Clinic 322-926
5Fl., Universal Commercial Building
101 Wu Fu 3rd Rd.
高雄市五福3路101號5樓

TRANSPORTATION

Taxis:
NT$ 24 for the first km, and NT$ 6 for each additional 1/4 km.
Tipping is not neccesary, but, due to the high cost of fuel and upkeep, leaving the loose change to the driver is greatly appreciated. It is best to have the address written in Chinese for the driver.

Buses:
Public transportation in Taipei is quite thorough. The fare is NT$ 6 for regular buses, and NT$ 8 for air-conditioned buses. Bus route guides can easily be obtained from sidewalk newsstands.
Private buses and car services are available for both inner city and travel outside of Taipei.

Airport Buses:
NT$ 73, departing from the airport to the Taipei Miramar Hotel, and the Sung Shan city airport, leaving as frequently as every 15 minutes. Buses going to the airport can be taken from both the Sung Shan city airport bus depot, or the bus station located next to the city railroad station.

Trains:
For railway information phone 311-0121. Main CK and TC departures for Taichung, Chiayi, Tainan and Kaohsiung (duration of trips range from just under 4 to 4½ hours, 6¼ hours night express): 8:00 a.m., 11:00 a.m., 2:00 p.m. (first stop Chiayi), 3:00 p.m., 4:00 p.m., 4:40 p.m., 8:30 p.m., 11:30 p.m.,
From Kaohsiung to Taipei: 7:00 a.m., 8:00 a.m., 9:10 a.m., noon, 1:00 p.m., 2:00 p.m., 3:00 p.m., 4:50 p.m., 6:00 p.m., 7:20 p.m., 10:45 p.m.
There are also several Pu Haing (air-conditioned limited) expresses during the day.
Main CK and TC departures on east coast line to Ilan and Hualien: 7:00 a.m., 9:00 a.m., 10:10 a.m., 1:25 p.m., 3:20 p.m., 5:00 p.m., 11:50 p.m.
From Hualien: 7:28 a.m., 9:20 a.m., 2:00 p.m., 3:50 p.m., 6:15 p.m., 7:10 p.m., 11:40 p.m.
One of the most delightful railway journeys in East Asia leaves from Chiayi for the hill station of Alishan, whose railway station, at 2,190 meters, is the highest in East Asia. Passenger trains on this narrow gauge timber-hauling railway, vintage 1912, leave Chiayi at 7:40 a.m. and 11:20 a.m. and leave Alishan at 7:45 a.m. and 11:10 a.m.

Airlines:
There are two local airlines: China Airlines, and Far Eastern Transportation, operating daily flights to all major cities in Taiwan and the surrounding islands.

HOTELS IN TAIPEI

The following list of hotels use plum blossoms as designations of quality as determined by the Tourism Bureau of the Ministry of Communications.
Five plums represents a hotel of the highest distinction.

Ambassador Hotel 551-1111
63, Chungshan N. Rd., Sec. 2, Taipei.
台北市中山北路2段63號

Asiaworld Plaza 715-0077
100 Tun Hwa N. Rd., Taipei
台北市敦化北路100號

Beverly Plaza 708-2151
576, Tun Hwa S. Rd., Taipei
台北市敦化南路576號

Brother Hotel 712-3456
255, Nanking E. Rd., Sec. 3, Taipei.
台北市南京東路3段255號

Century Plaza Hotel 311-3131
132, Omei St., Taipei.
台北市峨嵋街132號

C.K.S. Airport Hotel 833-666
P.O. Box No. 9, C.K.S. Airport, Taoyuan
桃園縣大園鄉中正國際機場

Gloria Hotel 581-8111
369, Linshen N. Rd., Taipei.
台北市林森北路369號

Golden China Hotel 521-5151
306, Sungchiang Rd., Taipei.
台北市松江路306號

Grand Hotel 596-5565
1, Chungshan N. Rd., Sec. 4, Taipei.
台北市中山北路4段1號

Hilton International 311-5151
38, Chunghsiao W. Rd., Sec. 1, Taipei.
台北市忠孝西路1段38號

Hotel China Yamingshan 861-6661
237, Ke Chi Road.
陽明山格致路237號

Hotel Royal Taipei 542-3266
37-1, Chungshan N. Rd., Sec. 2, Taipei.
台北市中山北路2段37號之1

Hotel Taipei Miramar 531-3456
420, Minchuan E. Rd., Taipei.
台北市民權東路420號

Howard Plaza Hotel 700-2323
160, Jen Ai Road., Sec. 3, Taipei.
台北市仁愛路3段160號

Imperial Hotel 596-5111
600, Linshen N. Rd., Taipei.
台北市林森北路600號

Lai Lai Sheraton 321-5511
12, Chunghsiao E. Rd., Sec. 1, Taipei.
台北市忠孝東路1段12號

Mandarin Hotel 712-1201
166, Tun Hwa N. Rd., Taipei.
台北市敦化北路166號

President Hotel 595-1251
9, Tehwei St., Taipei.
台北市德惠街9號

San Polo Hotel 772-2121
172, Chunghsiao E. Rd., Sec. 4, Taipei.
台北市忠孝東路4段172號

Santos Hotel 596-3111
439, Chengteh Rd., Taipei.
台北市承德路439號

Taipei Fortuna Hotel 563-1111
122, Chungshan N. Rd., Sec. 2, Taipei.
台北市中山北路2段122號

The Ritz Hotel 597-1234
155, Minchuan E. Rd., Taipei.
台北市民權東路155號

United Hotel 773-1515
200, Kuang Fu S. Rd., Taipei.
台北市光復南路200號

Emperor Hotel 581-1111/22
118 Nanking E. Rd., Sec. 1, Taipei
台北市南京東路1段118號

First Hotel 541-8234/44
63 Nanking E. Rd., Sec. 2, Taipei
台北市南京東路2段63號

Gala Hotel 541-5511
186 Sungchiang Rd., Taipei
台北市松江路186號

Holiday Hotel 391-2381
31 Chungshiao E. Rd., Sec. 1, Taipei
台北市忠孝東路1段31號

Hotel China 331-9521/9
14 Kuanchien Rd., Taipei
台北市館前路14號

Hotel New Asia 311-7181/7
139 Chungshan N. Rd., Sec. 2, Taipei
台北市中山北路2段139號

Leofoo Inn 581-3111
168 Changchun Rd., Taipei
台北市長春路168號

Majestic Hotel 581-7111
2 Minchuan E. Rd., Taipei
台北市民權東路2號

Miramar Hotel 511-1241
3, Nanking E. Rd., Sec. 2, Taipei.
台北市南京東路2段3號

National Grandee Hotel 596-5161
646 Lin Shen N. Rd., Taipei
台北市林森北路646號

Olympic Hotel 511-5251
145 Chungshan N. Rd., Sec. 2, Taipei
台北市中山北路2段145號

Orient Hotel 331-7211
85 Hankow St., Sec. 1 Taipei
台北市漢口街1段85號

Paradise Hotel 314-2122
24 Hsi Ning S. Rd., Taipei
台北市西寧南路24號

Rebar Hotel 762-7000
32 Nanking E. Rd., Sec. 5 Taipei
台北市南京東路5段32號

CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY
P.O. Box 631, Station A, Scarborough, Ontario M1K 5E9 Telephone 752-4444

September 15, 1986.

Dr. Ernest W. Maurer,
Dean, Division of Technology,
Orange Coast College,
2701 Fairview Road,
P.O. Box 5005,
Costa Mesa, Calif.
U.S.A.
92628-0120.

Dear Ernie,

With the Taiwan Technical Workshop now some four weeks past, I have had the opportunity to reflect my involvement with the program.

First let me state that I very much enjoyed the workshop and found it a most rewarding experience in terms of personal and professional development. The Chinese are a delight to work with and their thirst for information and new ideas in not only the technical area of the workshop but in all aspects of the teaching/learning process is only seconded by their sincere and open offerings of friendship.

The National Kaohsiung Institute of Technology is an aggressive modern facility obviously directed by capable administrators with well planned strategies for the growth and expansion of their program offerings. If N.K.I.T. can be taken as an example of the Ministry of Education, R.O.C. commitment to technical education, there is little doubt that the Government of Taiwan is prepared to support the rapid industrial and commercial growth of the country with a strong technical educational system, I believe the workshop to have been a success. This success was due largely to the commitment of the faculty and staff at N.K.I.T. Also, the workshop's success must be credited to the planning and organization of the C.C.I.D. Their selection of a strong team-leader with previous experience in the host country was the main factor in the formula to success.

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A second factor was the preparation of the instructional team, although the most in depth planning will not prepare a team which is inflexible and unwilling to adapt to the unexpected. The instructor should be identified early in the planning stages and communication lines established within the team. My involvement with the program came after the pre-planning conference but I feel this face-to-face meeting of the team would have been a definite advantage and I encourage future instructors to make every attempt to attend. A clear understanding of the program objectives and careful lesson planning are essential. I found my class to be most appreciative of the course materials and handouts. Also, the implementation of overheads and tapes was a definite plus and I would encourage future instructors to compliment lectures with as many such instructional aids as is possible. Laboratory exercises and practical experiences are a must for program success. With the co-operation of the N.K.I.T. staff I was successful in arranging for guest experts from local industry to address different aspects of the program. In addition, field trips to industry were very well attended and appeared to be welcomed. I feel with advanced planning time and careful lesson development, future workshops will also enjoy high levels of success.

In closing, I would like to repeat my thanks to you Ernie, as our teamleader. Your experience, co-operation and encouragement were responsible for my pleasant first experience with international education. Also, I wish to thank the C.C.I.D. for affording me the opportunity to participate in the workshop. If at any time I can be of assistance to future workshop planning, please do not hesitate to call.

Yours sincerely,

Dan Bell

Dan Bell, Director,
Continuing Education Division,
Ashtonbee Campus.

DB:rer

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